

University of San Diego

Digital USD

Graduate Course Catalogs

University of San Diego Course Catalogs

2005

Bulletin of the University of San Diego Graduate Division 2005-2007

University of San Diego

Follow this and additional works at: <https://digital.sandiego.edu/coursecatalogs-grad>

Digital USD Citation

University of San Diego, "Bulletin of the University of San Diego Graduate Division 2005-2007" (2005).
Graduate Course Catalogs. 23.

<https://digital.sandiego.edu/coursecatalogs-grad/23>

This Catalog is brought to you for free and open access by the University of San Diego Course Catalogs at Digital USD. It has been accepted for inclusion in Graduate Course Catalogs by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

LD
4881
.S1565
A5
G7
2005/07

2005-
2007



Graduate Bulletin

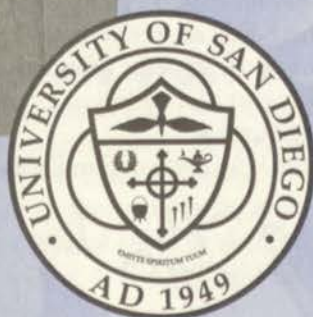


University of San Diego



Graduate Bulletin

2005-2007



www.sandiego.edu



*P*resident's *M*essage

Dear Reader,

I hope that you will enjoy the University of San Diego *Graduate Bulletin*, and that it will provide you with useful information about the University, its mission and goals, its faculty, and its academic programs and policies. The *Bulletin* provides a window through which the academic activities and resources of the University can be seen. Every department and school that provides graduate instruction has presented a summary of its courses, degree requirements, curriculum recommendations, and a list of the full-time faculty. Most of your academic questions can be answered by reviewing this document carefully.

What can't be printed on these pages is the extraordinary spirit of community and intellectual curiosity that characterizes this university. The interest and concern shown by the faculty for the development and education of the students, their dedication to scholarship, and the academic potential of the students for genuine achievement, are as much a part of the University as the formal list of courses and programs.

Welcome to the University of San Diego!

A handwritten signature in cursive script that reads "Mary E. Lyons".

Mary E. Lyons, PhD



Communications	5
Academic Calendar	6
The University of San Diego	12
Policies and Practices	15
Information Resources and Facilities	18
Additional Resources and Facilities	19
Centers and Institutes	23
Special Sessions	25
Study Abroad Opportunities	26
Information for Applicants	27
Expenses	30
Financial Assistance	32
Registration Policies and Procedures	34
Academic Regulations	38
General Requirements for the Master's Degree	40
General Requirements for the Doctoral Degree	41
College of Arts and Sciences	42
School of Business Administration	72
School of Education	118
Hahn School of Nursing and Health Science	170
Paralegal Certificate Program	192
Administration and Faculty	194
Campus Map	207
Index	208

RESERVATION OF THE RIGHT TO MODIFY

It is the policy of the University of San Diego to adhere to the rules and regulations, course offerings, and financial charges as announced in this *Bulletin* or other University publications. The University nevertheless hereby gives notice that it reserves the right to expand, delete, or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, course content, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

This *Graduate Bulletin* was printed on February 15, 2005, and covers programs, policies, calendars, courses, course content, and fees in effect as of September 1, 2005. For changes that have occurred since then, please see the online *Bulletin* at <http://www.sandiego.edu/>.

This *Bulletin* is a publication of the Office of Academic Publications and the Office of the Provost.

General Information



COMMUNICATIONS

Mailing Address

University of San Diego
5998 Alcalá Park
San Diego, California 92110-2492

Main Campus Telephone Number

(619)260-4600

Web site

www.sandiego.edu

According to the nature of the inquiry, letters or calls to the University should be addressed as follows:

Vice President for Finance and Administration

All financial matters
(619)260-5998

Vice President for Student Affairs

Student affairs, student activities
(619)260-4588

Vice President for University Relations

Contributions and bequests, information about University events, alumni/ae affairs
(619)260-4770

Dean, College of Arts and Sciences

General academic policy and programs and degree programs within the College
(619)260-4545

Dean, School of Business Administration

General academic policy and programs and degree programs within the School
(619)260-4886

Dean, School of Education

Credential programs, general academic policy and programs, and degree programs within the School
(619)260-4540

Dean, Hahn School of Nursing and Health Science

Nursing programs, general academic policy and programs, and degree programs within the School
(619)260-4550

Dean, School of Law

General academic policy and programs and degree programs within the School
(619)260-4527

Registrar

Non-law student records and transcripts
(619)260-4557

Director, Career Services

Career information and job interviews for students and alumni/ae
(619)260-4654

Director, Continuing Education

Information pertaining to continuing education
(619)260-4585

Director, Counseling Center

Information pertaining to counseling
(619)260-4655

Director, Disability Services

Disability verification information, available support services, and accommodations
(619)260-4655

Director, Financial Aid Services

Scholarships, financial aid, grants, loans, student employment
(619)260-4514

Director, Graduate Admissions

Admissions procedures, campus visits, bulletins, other relevant information
(619)260-4524

Director, Guadalajara Summer Program

Information pertaining to the Guadalajara Summer Program
(619)260-4598

Director of Housing

Housing accommodations
(619)260-4624

Director, Paralegal Program

Information pertaining to the Paralegal Program
(619)260-4579

Director, Special Sessions

Information pertaining to Summer Sessions and Intersession (January)
(619)260-4800

Coordinator, Graduate Records

Leaves of absence, withdrawals, graduation clearance, transfers of credit, change of program
(619)260-2217

Coordinator, Study Abroad Programs

Information pertaining to Study Abroad Programs in the College of Arts and Sciences
(619)260-4598

2005 Fall Semester

Monday, August 22 – Wednesday, September 7

Registration/fee payment dates for new and returning students, 9:00 a.m. – 4:00 p.m. (Evening registration: 4:00 p.m. – 7:00 p.m. during the first week of classes, except Friday evening)

Wednesday, August 31

Foreign language competency examinations

Thursday, September 1

Classes begin

Monday, September 5

Labor Day holiday (offices closed; no classes)

Wednesday, September 7

Final registration/fee payment deadline
Deadline 100% tuition refund

Thursday, September 8

Late registration fee begins (\$60)

Friday, September 9

Mass of The Holy Spirit

Tuesday, September 13

Last day to enroll in classes

Wednesday, September 14

Deadline 90% tuition refund

Wednesday, September 21

Deadline 80% tuition refund

Wednesday, September 28

Deadline 70% tuition refund

Saturday, October 1

Financial aid applications for January Intersession available

Wednesday, October 5

First deadline 60% tuition refund

Wednesday, October 12

Final deadline 60% tuition refund

Friday, October 14

Last day to petition for May 2006 graduation

Monday, October 17 – Friday, October 21

Class reservation by phone for Intersession 2006 (five days only; see Tuesday, October 25, for walk-in registration for Intersession 2006)

Wednesday, October 19

Deadline 50% tuition refund

Tuesday, October 25

Walk-in registration begins for Intersession 2006

Wednesday, October 26

Deadline 40% tuition refund

Tuesday, November 1

Class reservation begins for Spring 2006
Priority deadline for January Intersession financial aid applications

Wednesday, November 9

Last day to withdraw from classes
Deadline for removal of Incompletes from Spring semester/Summer Sessions

Thursday, November 17

Deadline for completion of dissertation defense, School of Nursing and Health Science, for Fall 2005/Intersession graduation (PhD)
Deadline for completion of dissertation defense, School of Education for Fall 2005/Intersession graduation (EdD)

Thursday, November 24 – Friday, November 25

Thanksgiving holiday (offices closed; no classes)

Monday, December 12

Last day of classes
Last day to petition for August 2006 graduation
Two bound copies of completed master's thesis due in Graduate Records Office for Fall graduation
Completed dissertations and all fees and forms due in Graduate Records Office for Fall/Intersession graduation (PhD, EdD)

Tuesday, December 13

Study Period

Wednesday, December 14 – Tuesday, December 20

Final examinations

2006 *I* NTERSESSION (OPTIONAL)

Wednesday, January 4

First day of Intercession classes

Tuesday, January 24

Last day of Intercession classes

Monday, January 16

Martin Luther King, Jr. holiday (offices closed; no classes)

See the 2006 *Intercession Bulletin* for specific courses, dates, and registration procedures.

2006 *S* PRING *S* EMESTER

Tuesday, January 17 – Wednesday, February 1

Registration/fee payment dates for new and returning students 9:00 a.m. – 4:00 p.m. (Evening registration: 4:00 p.m. – 7:00 p.m. during the first week of classes, except Friday evening)

Wednesday, January 25

Foreign language competency examinations

Thursday, January 26

Classes begin

Wednesday, February 1

Final registration/fee payment deadline
Deadline 100% tuition refund
Financial aid applications for 2006 Summer Sessions available

Thursday, February 2

Late registration fee begins (\$60)

Friday, February 3

All Faith Service

Monday, February 6

Last day to enroll in classes

Wednesday, February 8

Deadline 90% tuition refund

Wednesday, February 15

Deadline 80% tuition refund

Wednesday, February 22

Deadline 70% tuition refund

Wednesday, March 1

First deadline 60% tuition refund

Wednesday, March 8

Final deadline 60% tuition refund

Wednesday, March 15

Deadline 50% tuition refund

Monday, March 13 – Friday, March 17

Spring Break (no classes)

Friday, March 17

Priority deadline for 2006 Summer Sessions financial aid applications

Monday, March 20 – Friday, March 24

Class reservation by phone for Summer 2006 (five days only; see Tuesday, March 28, for walk-in registration for Summer 2006)

Wednesday, March 22

Deadline 40% tuition refund

Tuesday, March 28

Walk-in registration begins for Summer 2006

Monday, April 3

Class reservation begins for Fall 2006

Wednesday, April 5

Last day to withdraw from classes
Deadline for removal of Incompletes from Fall semester/Intercession

Thursday, April 13

Deadline for completion of dissertation defense, School of Nursing and Health Science, for Spring 2006 graduation (PhD)
Deadline for completion of dissertation defense, School of Education, for Spring 2006 graduation (EdD)

Thursday, April 13 – Monday, April 17

Holy Thursday, Good Friday, Easter Monday (no classes;
offices closed Friday, April 14)

Monday, May 1

Priority deadline for USD financial aid applications for
Fall and/or Spring semesters, 2006–2007 for graduate
students

Monday, May 15

Last day of classes

Completed dissertations and all fees and forms due in
Graduate Records Office for Spring graduation
(PhD, EdD)

Two bound copies of completed master's thesis due in
Graduate Records Office for Spring graduation

Last day to petition for January 2007 graduation

Tuesday, May 16

Study Period

Wednesday, May 17 – Tuesday, May 23

Final examinations

Saturday, May 27 – Sunday, May 28

Commencements

Monday, July 10

Deadline for completion of dissertation defense for
Summer 2006 graduation (EdD)

Thursday, July 13

Deadline for completion of dissertation defense for
Summer 2006 graduation (PhD)

Monday, August 7

Completed dissertations and all fees and forms due in
Graduate Records Office for Summer graduation
(PhD, EdD)

2006 SUMMER SESSIONS (OPTIONAL)

Monday, June 5

First day of first session

Friday, August 25

Last day of last session

See the 2006 Summer Sessions Bulletin for specific courses, dates, and registration procedures.

2006 Fall Semester

Monday, August 28 – Wednesday, September 13

Registration/fee payment dates for new and returning students, 9:00 a.m. – 4:00 p.m. (Evening registration: 4:00 p.m. – 7:00 p.m. during the first week of classes, except Friday evening)

Monday, September 4

Labor Day holiday (offices closed)

Wednesday, September 6

Foreign language competency examinations

Thursday, September 7

Classes begin

Wednesday, September 13

Final registration/fee payment deadline
Deadline 100% tuition refund

Thursday, September 14

Late registration fee begins (\$60)
Mass of The Holy Spirit

Monday, September 18

Last day to enroll in classes

Wednesday, September 20

Deadline 90% tuition refund

Wednesday, September 27

Deadline 80% tuition refund

Monday, October 2

Financial aid applications for January Intercession available

Wednesday, October 4

Deadline 70% tuition refund

Wednesday, October 11

First deadline 60% tuition refund

Monday, October 16

Last day to petition for May 2007 graduation

Wednesday, October 18

Final deadline 60% tuition refund

Friday, October 20

Fall Holiday (no classes)

Monday, October 23 – Friday, October 27

Class reservation by phone for Intercession 2007 (five days only; see Tuesday, October 31, for walk-in registration for Intercession 2007)

Wednesday, October 25

Deadline 50% tuition refund

Tuesday, October 31

Walk-in registration begins for Intercession 2007

Wednesday, November 1

Deadline 40% tuition refund
Class reservation begins for Spring 2007
Priority deadline for January Intercession financial aid applications

Wednesday, November 15

Last day to withdraw from classes
Deadline for removal of Incompletes from Spring semester/Summer Sessions

Thursday, November 16

Deadline for completion of dissertation defense, School of Nursing and Health Science, for Fall 2006/Intercession graduation (PhD)
Deadline for completion of dissertation defense, School of Education for Fall 2006/Intercession graduation (EdD)

Thursday, November 23 – Friday, November 24

Thanksgiving holiday (offices closed; no classes)

Friday, December 15

Last day of classes
Last day to petition for August 2007 graduation
Two bound copies of completed master's thesis due in Graduate Records Office for Fall graduation
Completed dissertations and all fees and forms due in Graduate Records Office for Fall/Intercession graduation (PhD, EdD)

Monday, December 18 – Friday, December 22

Final examinations

2007 *I* NTERSESSION (OPTIONAL)

Wednesday, January 3

First day of Intercession classes

Tuesday, January 23

Last day of Intercession classes

Monday, January 15

Martin Luther King, Jr. holiday (offices closed; no classes)

See the 2007 *Intercession Bulletin* for specific courses, dates, and registration procedures.

2007 *S* PRING *S* EMESTER

Monday, January 22 – Friday, February 2

Registration/fee payment dates for new and returning students 9:00 a.m. – 4:00 p.m. (Evening registration: 4:00 p.m. – 7:00 p.m. during the first week of classes, except Friday evening)

Friday, January 26

Foreign language competency examinations

Monday, January 29

Classes begin

Thursday, February 1

All Faith Service
Financial aid applications for 2007 Summer Sessions available

Friday, February 2

Final registration/fee payment deadline
Deadline 100% tuition refund

Saturday, February 3

Late registration fee begins (\$60)

Wednesday, February 7

Last day to enroll in classes

Friday, February 9

Deadline 90% tuition refund

Friday, February 16

Deadline 80% tuition refund

Friday, February 23

Deadline 70% tuition refund

Friday, March 2

First deadline 60% tuition refund

Friday, March 9

Final deadline 60% tuition refund

Friday, March 16

Deadline 50% tuition refund
Priority deadline for 2007 Summer Sessions financial aid applications

Monday, March 19 – Friday, March 23

Class reservation by phone for Summer 2007 (five days only; see Tuesday, March 27, for walk-in registration for Summer 2007)

Friday, March 23

Deadline 40% tuition refund

Tuesday, March 27

Walk-in registration begins for Summer 2007

Monday, April 2 – Monday, April 9

Easter/Spring Break (no classes; offices closed Friday, April 6)

Tuesday, April 10

Class reservation begins for Fall 2007

Thursday, April 12

Deadline for completion of dissertation defense, School of Nursing and Health Science, for Spring 2007 graduation (PhD)
Deadline for completion of dissertation defense, School of Education, for Spring 2007 graduation (EdD)

Friday, April 13

Last day to withdraw from classes
Deadline for removal of Incompletes from Fall semester/Intercession

Tuesday, May 1

Priority deadline for USD financial aid applications for
Fall and/or Spring semesters, 2007–2008 for graduate
students

Monday, May 14

Last day of classes

Completed dissertations and all fees and forms due in
Graduate Records Office for Spring graduation
(PhD, EdD)

Two bound copies of completed master's thesis due in
Graduate Records Office for Spring graduation

Last day to petition for January 2008 graduation

Tuesday, May 15

Study Period

Wednesday, May 16 – Tuesday, May 22

Final examinations

Saturday, May 26 – Sunday, May 27

Commencements

Monday, July 9

Deadline for completion of dissertation defense for
Summer 2007 graduation (EdD)

Thursday, July 12

Deadline for completion of dissertation defense for
Summer 2007 graduation (PhD)

Tuesday, August 7

Completed dissertations and all fees and forms due in
Graduate Records Office for Summer graduation
(PhD, EdD)

2007 *S*UMMER *S*ESSIONS (OPTIONAL)

Monday, June 4

First day of first session

Friday, August 24

Last day of last session

See the 2007 *Summer Sessions Bulletin* for specific courses, dates, and registration procedures.

UNIVERSITY OF SAN DIEGO

HISTORY

The University and its patron, San Diego de Alcalá, trace their origins to fifteenth century Spain. Diego, born in the Province of Seville circa 1400, became a Franciscan brother and served as a missionary in the Canary Islands. He later was infirmarian at the Franciscan Monastery at Alcalá de Henares near Madrid where he died in 1463. The University of Alcalá, founded by Cardinal Cisneros in 1499, opened for teaching in 1508. Its Spanish Renaissance architecture and general setting inspired the design of the University of San Diego.

The Catholic university which, like our city, is named for San Diego de Alcalá, was founded in 1949 by Most Reverend Charles Francis Buddy, D.D., who was also the founding Bishop of the Diocese of San Diego. In establishing the University, he invited the Society of the Sacred Heart under the leadership of Reverend Mother Rosalie Hill, RSCJ, to found the San Diego College for Women. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800. It was brought to America by St. Philippine Duchesne in 1818. Today it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas. The San Diego College for Women began classes in February 1952.

The College for Men and the School of Law, the first professional division of the University, both began classes in 1954. Originally sponsored by the Diocese of San Diego, USD became the twelfth diocesan institution of higher education in the United States. It soon became clear that distinct educational advantages would accrue to students if the curricula of these institutions were shared. In July, 1972, the two colleges and the School of Law merged, forming a single, co-educational Catholic university. The governance of the University was transferred from the Diocese to an independent Board of Trustees. The University of San Diego is now organized into five divisions: the College of Arts and Sciences, the School of Business Administration, the School of Education, the Hahn School of Nursing and Health Science, and the School of Law.

In 2000, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a "Doctoral Intensive" institution. This reclassification recognizes the strides the University had made in graduate studies and research. In addition, USD became the center of national attention on October 16, 1996, when it hosted the United States Presidential Debate.

The men and women who share the life of the University of San Diego as students and contribute to its growth are a multi-talented group who have many options in their life's choices. They have chosen USD for various reasons: most of them would like to acquire the power to

think clearly and independently, to form sound and discriminating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic university, and the majority of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths insures the presentation of a diversity of views, so characteristic of the pluralistic American society.

A friendly campus atmosphere, opportunity for close rapport between faculty and students, class sizes that facilitate personal attention and instructor accessibility – such are the elements creating the educational environment of the University of San Diego.

MISSION STATEMENT

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

CORE VALUES

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The University promotes the intellectual exploration of religious faith, recruits persons, and develops programs supporting the University's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the University provides the foundation upon which the core values listed below support the mission.

Academic Excellence

The University pursues academic excellence in its teaching, learning, and research to serve the local, national, and international communities. The University possesses that institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

Knowledge

The University advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The University provides professional education grounded in these foundations of liberal learning while preparing students to understand

complex issues and express informed opinions with courage and conviction.

Community

The University is committed to creating a welcoming, inclusive, and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty, and staff from different backgrounds and faith traditions and is committed to creating an atmosphere of trust, safety, and respect in a community characterized by a rich diversity of people and ideas.

Ethical Conduct

The University provides a values-based education that informs the development of ethical judgment and behavior. The University seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world.

Compassionate Service

The University embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace and to work for justice. The University regards peace as inseparable from justice and advances education, scholarship, and service to fashion a more humane world.

THE CAMPUS

The campus name, Alcalá Park, refers to Alcalá de Henares, a town near Madrid, Spain founded by the Greeks. The Moslems renamed the town Al Kala, "the castle," and it later became the site of San Ildefonso University. Like its namesake, the University of San Diego is on a prominent hilltop where it attains landmark status in the city. The University of San Diego campus, consisting of 182 acres, is at the western end of Kearny Mesa, commanding views of the Pacific Ocean, Mission Bay, San Diego Bay, and the surrounding mountains. The campus is in America's seventh largest urban area, ideally close to the business, research, cultural, residential, and recreational centers of California's birthplace and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus. Alcalá Park's buildings include The Immaculata parish church; the School of Law (Warren Hall); the Katherine M. and George M. Pardee, Jr. Legal Research Center; the Helen K. and James S. Copley Library; the School of Business Administration (Olin Hall); the Hahn School of Nursing and Health Science; the Author E. and Marjorie A. Hughes Administration Center; the Earnest and Jean Hahn University Center; the Manchester Executive Conference Center; Loma Hall; Founders Hall; Camino Hall, including the Shiley Theatre; The Joan B. Kroc Institute for Peace and Justice; The Donald P. Shiley

Center for Science and Technology; the Degheri Alumni Center; several other administrative and classroom buildings; and residential areas.

Located near the east end of campus are the Alcalá Vista Apartments; Mission Housing Complex; University Terrace Apartments; Presidio Terrace Apartments; Manchester Village; the Manchester Family Child Development Center; the Jenny Craig Pavilion; and the University Student Sports Center.

Here in Southern California, students find a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish Mission, the theatre, swimming, boating, surfing, tennis, golf, and much more. Proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

A NONPROFIT CORPORATION

The University of San Diego is a California Nonprofit Corporation. Subject to any limitations contained in the general nonprofit corporation law of the State of California, the powers of the University of San Diego corporation are exercised, its property controlled, and its affairs conducted by a Board of Trustees.

OFFICIAL RECOGNITION AND ACCREDITATION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, California, 94501; 510-748-9001), and is approved for veterans. The undergraduate, graduate, and accounting programs of the School of Business Administration are accredited by AACSB International – The Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard, Suite 750, Tampa, Florida, 33602; 813-769-6500). The baccalaureate and master's programs of the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, D.C., 20036-1120; 202-887-6791). The Marital and Family Therapy program in the School of Education is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFT) (112 South Alfred Street, Alexandria, Virginia, 22314; 703-838-9808). The Special Education program in the School of Education is nationally recognized by The Council for Exceptional Children (CEC) (1110 North Glebe Road, Suite 300, Arlington, Virginia, 22201-5704; 703-620-3660). The University is authorized by the California Commission on Teacher Credentialing (CCTC) (1900 Capitol Avenue, Sacramento, California, 95814; 916-445-7254) to recommend candidates for the Multiple Subject BCLAD emphasis teaching credentials,

Multiple Subject and Single Subject teaching credentials, the Education Specialist and Education Specialist with Internship credentials (Special Education), the Administrative Services and Administrative Services with Internship credentials, and the Pupil Personnel Service credentials. The School of Law is accredited by the American Bar Association (750 N. Lake Shore Drive, Chicago, Illinois, 60611) and is a member of The Order of the Coif and the Association of American Law Schools.

MEMBERSHIPS

The University of San Diego holds membership in the following:

- AACSB International – The Association to Advance Collegiate Schools of Business
- Academy of International Business
- Accreditation Board for Engineering & Technology, Inc.
- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Association for Paralegal Education
- American Bar Association
- American Camping Association
- American College Personnel Association (ACPA)
- American Council on Education (ACE)
- American Electronics Association
- American Historical Association
- American Industrial Hygiene Association
- American Institute of Architects
- American Payroll Association
- American Political Science Association
- American Society for Engineering Education
- American Society of Comparative Law, Inc.
- Asia Network
- Association of American Colleges and Universities
- Association of American Law Schools
- Association of Borderlands Studies
- Association of Catholic Colleges and Universities (ACCU)
- Association of College and University Housing Officers – International
- Association of College Union International
- Association of Governing Boards of Universities and Colleges
- Association of Graduate Schools in Catholic Colleges and Universities
- Association of Higher Education Facilities Officers (Physical Plant Administrators)
- Association of Independent California Colleges and Universities (AICCU)
- Association of NROTC Colleges and Universities
- Association of Student Affairs at Catholic Colleges and Universities
- Association of University Architects
- Association para la Educacion Teologica Hispania
- Balboa Art Conversion Center
- Better Business Bureau
- California Association of College Stores
- California Association of Colleges of Nursing
- Campus Compact
- Campus Computer Resellers Alliance
- Center for Academic Integrity
- College Board (College Entrance Examination Board and Scholarship Service)
- College and University Personnel Association (CUPA) Collegium
- Commission on Collegiate Nursing Education
- Consejo Latinoamericana de Escuela de Administracion
- Consortium for North American Higher Education Collaboration
- Council for Higher Education Accreditation (WASC)
- Council for Opportunity in Education
- Council of Graduate Schools in the United States
- Council on Undergraduate Research
- Educause
- Educause Center for Applied Research (ECAR)
- Electronics and Computer Engineering Department Heads Association
- Greater San Diego Employers Association
- The Hispanic Association of Colleges and Universities (HACU)
- Independent College Bookstore Association
- Independent Colleges of Southern California (ICSC)
- International Association of University Presidents
- Japan Society of San Diego and Tijuana
- Leadership Alliance
- National Alliance of Business
- National Association for Campus Activities (NACA)
- National Association for Law Placement
- National Association for President's Assistants in Higher Education
- National Association of Campus Card Users
- National Association of College Admission Counselors
- National Association of College Stores
- National Association of College and University Business Officers (NACUBO)
- National Association of College and University Food Service
- National Association of College and University Mail Services
- National Association of Colleges and Employers
- National Association of Educational Buyers
- National Association of Foreign Student Affairs (NAFSA)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Financial Aid Administrators
- National Association of Student Personnel Administrators
- National Collegiate Athletic Association

National Collegiate Honors Council
 National Council for Accreditation of Teacher Education
 National Fire Protection Association
 National Intramural-Recreation Sports Association
 National Safety Council
 North American Association of Summer Sessions
 Pacific Association of Collegiate Registrars and
 Admissions Officers
 San Diego Hispanic Chamber of Commerce
 San Diego Oceans Foundation
 San Diego Regional Chamber of Commerce
 San Diego Regional Economic Development Corporation
 San Diego World Affairs Council
 Society of Research Administrators (SRA)
 Southern California Consortium on International Studies

Southern California Higher Education Recruitment
 Consortium
 Southern California Intersegmental Articulation Council
 Sponsored Projects Information Network
 University Risk Management and Insurance Association
 Western Association of College and University Housing
 Officers
 Western Association of Colleges and Employers, Inc.
 Western Association of Graduate Schools
 Western Association of Summer Session Administrators
 Western College Association and Western Association of
 Schools and Colleges (WASC) (985 Atlantic Avenue,
 Suite 100, Alameda, California, 94501; 510-748-9001)
 Western Economic Association International
 Western Institute of Nursing

POLICIES AND PRACTICES

POLICY OF NONDISCRIMINATION

The University prohibits discrimination against current or prospective students and employees on the basis of race, color, sex, religion, national origin, age, disability, sexual orientation, or any other legally protected characteristic. The University does not by this nondiscrimination statement disclaim any right it might otherwise have to maintain its commitment to its Catholic identity or the doctrines of the Catholic Church.

HARASSMENT

In 1998, the University of San Diego Board of Trustees adopted the following policy on harassment:

The University is committed to and embraces the doctrine that all men and women are creatures of God. Each and all not only deserve but must be afforded the dignity that necessarily follows from acceptance of the doctrine. Anyone who chooses to become a member of or participates in any way in the University community, whether as a student, faculty member, administrator, employee, or guest, is expected to accept this standard of conduct, both in theory and in practice.

The University will not tolerate harassment in any form by reason of the race, color, religion, gender, national origin, age, disability, or sexual orientation of any person. Violation of this policy will be dealt with by appropriate sanctions, which may include expulsion, suspension, termination, or exclusion from the campus.

Sexual Harassment

In 1981, the University of San Diego adopted the following policy on sexual harassment:

The University of San Diego prohibits sexual harassment of its students, employees, and those who seek to join the campus community in any capacity. The officers and employees of the University are responsible for main-

taining a working and learning environment free from such harassment. Sexual harassment has damaging effects and far-reaching consequences for all parties involved. Thus, persons receiving and discussing allegations of sexual harassment should be sensitive to the needs and rights of complainants and accused alike, and should explore with complainants the full ramifications of their allegations.

Sexual harassment includes such behavior as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant, particularly when one or more of the following circumstances is present:

- Toleration of the conduct is an explicit or implicit term or condition of employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or academic evaluation affecting such individuals;
- The conduct has the purpose or effect of interfering with an individual's work performance or a student's academic performance, or creating an intimidating, hostile, or offensive working or learning environment.

This definition accords with the Equal Employment Opportunity Commission's regulations on sexual harassment.

Emphasis is placed on informal procedures as the framework for resolving allegations of sexual harassment. If such procedures are ineffective, existing disciplinary and grievance procedures shall be utilized. Grievance procedures for students are outlined in Sections IV and V of the *Student Code of Rights and Responsibilities*.

For students, persons designated to receive allegations of sexual harassment at the University of San Diego are the deans of the respective School/College and the Vice President for Student Affairs.

Hate Crimes

Hate crimes are acts of physical force, threats, or intimidation that are willfully or knowingly committed because of the victim's actual or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. Hate crimes are expressed in several ways, sometimes physical violence and sometimes violence against property. Violence against property includes for example: breaking windows of religious institutions, spray painting walls with offensive words and symbols, defacing or burning property. Hate-based behavior includes for example: anonymous phone calls, threatening letters, interruptions of religious services or multicultural events. (California State Penal Code Section 422.6)

A "bias-motivated incident" is an act, such as disseminating racist flyers or defacing a student organization flyer, which does not violate the State Penal Code but originates in hatred for someone's actual or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

The University will not tolerate hate crimes or bias-motivated incidents and will respond to them with appropriate sanctions which may include expulsion, suspension, or exclusion from the campus.

Students who experience or witness any form of hate crime on campus should immediately report the incident to the Office of Public Safety which will notify the Vice President for Student Affairs and initiate an investigation.

Grievances

Grievances related to USD's policy of nondiscrimination should be reported to the following persons: if it relates to academic matters, the dean of the appropriate College/School; if it concerns student services, the Vice President for Student Affairs; if it relates to problems with physical facilities, the Director of Facilities Management. The overall coordinator for civil rights compliance is the Academic Vice President and Provost.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 (FERPA, or the "Buckley Amendment") protects the privacy of all enrolled students and former students, and it requires that students be notified annually of their rights under the law.

FERPA applies to education records, which are records that are directly related to a student and maintained by USD or a party acting on its behalf. There are two types of education records: directory information and non-directory information.

Directory information consists of the student's name, USD e-mail address, major field of study, dates of attendance, participation in officially recognized activities and sports, and degrees, honors, and awards received. USD will

disclose directory information to third parties unless the student has submitted a *Request to Restrict Directory Information* to the appropriate Registrar's Office. Doing so restricts the release of all directory information.

All other education records are non-directory information. USD will not disclose non-directory information to a third party unless: 1) the student has provided written consent for the disclosure; or 2) the disclosure falls into one of the exceptions from the requirement for prior written consent under FERPA.

Parents do not have the right to view a student's education records without the written consent of the student unless the student is their dependent as defined by the IRS Code of 1986, Section 152. Parents or guardians who wish to obtain access to a dependent student's education records may file a *Request for Release of Education Records* form with the appropriate Registrar's Office. This form must be filed annually. Students may grant their parents (or others) permission to access their education records by filing an *Authorization to Release Education Records* form with the appropriate Registrar's Office. This form remains in effect until rescinded by the student in writing.

The University provides students the right to inspect and review their educational records within 45 days of written request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate school official, written requests that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students may amend or correct their records if information there is inaccurate, misleading, or incomplete. Students have the right to a hearing if the records are not corrected. If a student is dissatisfied with the results of a hearing, he or she may place a statement in the records to that effect. If a student feels that the institution has not fully honored his or her privacy rights under FERPA, a written complaint may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

A USD FERPA Web site is available at <http://www.sandiego.edu/registrar/ferpa>. Please refer to this Web site for additional information.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 states that, "No otherwise qualified person with a disability in the United States...shall, solely by reason of...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A "person with a disability" includes "any person who i) has a physical or mental impairment which substantially limits one or more of such person's major life activities; ii) has a record of such an impairment; or iii) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities. See also immediately below.

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities – persons who are blind, deaf, or use a wheelchair, for example – the definition includes people with a wide range of less visible disabilities. These include psychological/psychiatric concerns, learning disabilities, ADHD, or some chronic health impairments such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS, and others.

In order to access the rights guaranteed in section 504 and ADA, a student must self-identify and present documentation indicating that the disability *substantially limits* one or more major life activities, including *learning*. See also *Disability Services*, page 20.

GRADE GRIEVANCE PROCEDURES

The instructor's/professor's judgment is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. Thus, at every level in the proposed grievance procedures this "presumption" should be understood by all participants.

It is assumed that grievances will be resolved by the instructor and student.

Grading criteria, requirements, content, etc., are established by the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course.

The procedure for a grade grievance is as follows:

1. Initial grade grievance must be addressed to the instructor in the course.
2. In those rare circumstances when no agreement is reached in number 1 (above), the student may seek advice from the departmental chair or program director.
3. If the matter is not satisfactorily settled at number 2 (above), the student then may seek advice from the dean who will refer the matter to a standing faculty committee (i.e., Academic Affairs).
4. The committee will hear the student's grievance and make its recommendations to the parties involved.

At every level in this grievance procedure, the instructor must be apprised of the situation.

RESPONSIBILITY OF STUDENTS

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this *Bulletin* and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

STUDENT CONDUCT

Graduate students attending USD live by the guidance of the *Student Code of Rights and Responsibilities* available in the Student Affairs Office and on the Student Handbook Web site at <http://www.sandiego.edu/archways>. Included in the *Student Code of Rights and Responsibilities* are guidelines such as the Policy on Academic Integrity and University Parking Regulations. Copies of these policies are available upon request at the Student Affairs Office. Parking regulations are also available at Parking Services.

INFORMATION RESOURCES AND FACILITIES

COPLEY LIBRARY

The Helen K. and James S. Copley Library, located on the west end of the campus, houses over 400,000 books and bound periodicals and includes subscriptions to several thousand paper and electronic journals. A large media collection of video and audio tapes, laser discs, DVDs, compact discs, and slides is available in the library, as well as a wide variety of reference works, government documents, newspapers, rare books, and the University Archives. Nine library faculty and additional professional and support staff make the collection available to the university community.

A library computer system, SALLY, provides access to Copley Library's books, journals, and media materials as well as the holdings of the Legal Research Center.

Copley Library is open 98 hours each week and its resources are organized in accessible open stacks.

The libraries at USD are members of the San Diego Library Circuit Consortium, which maintains a database linking university libraries in the region. Through this consortium, USD students and faculty can easily access library materials from other campuses. A delivery system enables daily movement of materials from one campus to another.

In addition to its own collection and the Library Circuit, Copley Library has access to the catalogs of academic and large public libraries worldwide, and can request books and journal articles through interlibrary loan.



The Internet, photocopy machines, and microform reader/printers are available for student use. Study spaces are available for over 800 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art.

LIBRARY MEDIA SERVICES

The software collection and the viewing carrels are located in Copley Library. Students may check out or view media in the library and instructors may leave media on reserve for that purpose.

LEGAL RESEARCH CENTER

The Katherine M. and George M. Pardee, Jr. Legal Research Center, located just east of the School of Law, has a collection of more than 516,000 volumes and volume equivalents. The computer research systems include Lexis, Westlaw, Nexis, Legal Trac, special subject databases, and the Internet. The LRC is a state and federal documents depository and has collections of United Nations and human rights documents. It is open to all USD students.

INSTRUCTIONAL TECHNOLOGY SERVICES

Instructional Technology Services (ITS) is comprised of the equipment checkout desk, the Production department, the Digital Graphic Design and Multimedia Lab, and the Repair and Installation unit, and is located in Maher Hall 185. Hours of operation are Monday through Friday from 8:00 a.m. to 5:00 p.m. Phone (619)260-4567 for information.

ACADEMIC COMPUTING

Academic Computing supports computing and communication facilities for students, faculty, and research activities. A campus-wide ethernet provides access to mail, Internet, and library services. All workstations connect to the campus Internet.

Laboratory facilities in Serra Hall include: two networked teaching laboratories (Macintosh and PC); one general lab with Macintoshes, PCs, and printers; a LINUX workstation lab; a classroom with Macintosh systems; and a small PC general computing room. Olin Hall houses a microcomputer lab of PC-compatible workstations. Maher Hall 114 is a classroom used for lab access as available. All lab workstations have access to the campus network via either Novell, Appletalk, or TCP/IP services.

Through Instructional Technology Services, Academic Computing also supports media classrooms in Serra and Maher Halls, as well as in other locations across campus.

ADDITIONAL RESOURCES AND FACILITIES

ALUMNI ASSOCIATION

The Alumni Association involves USD graduates in the ongoing life of the University, informing alumni of University activities, and providing benefits, services, and volunteer opportunities. Governed by a Board of Directors, the Association plans class reunions, Homecoming, regional events all over the country, the Alumni Mass, the Alumni Honors, and other special events. The Alumni Online Community provides graduates the ability to reconnect and network with classmates via the Web and keep USD updated on their family and careers. In addition, the Association offers service programs and opportunities for career development. Special interest groups include:

The Alumnae of the Sacred Heart

A unit of the national Associated Alumnae of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

USD School of Business Administration Alumni Association

The School of Business Alumni Association (SBAA) has as its mission to support alumni, advance the School of Business Administration, and enrich the student body through events, services, professional development, and continuing education opportunities intended to encourage a lifelong relationship with the University of San Diego.

USD School of Nursing and Health Science Alumni Association

Encourages educational, social, and career development for the Hahn School of Nursing and Health Science and the University.

BOOKSTORE

The USD Bookstore, located in Loma Hall, stocks all required textbooks (new and used) and school supplies. In addition, there is a selection of general books, calculators, art supplies, cards and gift items, stationery, USD clothing, class rings, imprinted merchandise, backpacks, magazines, film, and photo processing. The Bookstore also carries computer hardware, software, and computer supplies, and offers services such as faxes and mail orders. All major credit cards are accepted.

Bookstore Regular Semester Hours:

Monday through Thursday	9:00 a.m. to 6:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.
Saturday	11:00 a.m. to 4:00 p.m.
Sunday	Closed

(Extended hours provided at the beginning of each semester.)

The USD Bookstore Express Store carries a wide variety of snack items and other sundries.

Express Store Regular Semester Hours:

Monday through Thursday	7:45 a.m. to 6:00 p.m.
Friday	7:45 a.m. to 4:00 p.m.
Saturday	9:00 a.m. to 4:00 p.m.
Sunday	Closed

(Extended hours provided at the beginning of each semester.)

To confirm hours, or for more information, please call (619)260-4551 or visit www.usdbookstore.com.

CAMPUS CARD SERVICES

The Campus Card Services Office (CCSO) is responsible for the administration of the CampusCash pre-paid services plan, the sale and administration of university meal plans, the sale and distribution of parking permits, distribution of university identification cards, door access, and the Student Telephone system, including distribution of "Personal Billing Numbers" (PBN).

Current departments utilizing the services of the CCSO and those that gladly accept CampusCash for payment of services and purchases include: all Dining Services facilities, Academic Computing, USD Bookstore, Career Services, Copley Library, Student Computing, Jenny Craig Pavilion, USD Ticket Booth, Registrar's Office, Student Health Center, Domino's Pizza, Cardiff Coffee, USD Mail Center, Print Shop, USD Athletic Center and Outdoor Adventures, Ryans Café, Arizona Bread Company, and Hillcrest Hardware. Additional departments and services on and off campus will continue to be added in the future.

We accept Visa, MasterCard, American Express, Discover, and CampusCash for your convenience. Students and parents can also make CampusCash deposits to accounts online. Visit us at www.sandiego.edu/campuscard.

The CCSO is located in the Hughes Administration Center 210. Hours are Monday through Friday 8:30 a.m. to 4:00 p.m., and Wednesdays until 6:00 p.m. during fall and spring semesters. Extended hours are also provided at the beginning of each semester. Summer Hours: 8:30 a.m. to 4:00 p.m. Monday through Thursday, and 8:30 a.m. to 3:30 p.m. on Fridays. For more information, call (619)260-5999 or mail campuscard@sandiego.edu. You may also visit the Web site at www.sandiego.edu/campuscard.

CAREER SERVICES

Career Services promotes the professional development of graduate students and alumni. Emphasizing a personal approach to career planning, the staff offers responsive advising on issues such as resumé writing, interviewing, and career decision-making.

Career Services collaborates with alumni, faculty, and student organizations to support career events. The office also coordinates employer presentations, on-campus interviewing, a resource library, and a career planning Web site with job and internship listings.

Located in room 110 of the Hughes Administration Center, Career Services is open Monday through Friday from 8:30 a.m. to 5:00 p.m. with extended hours on Wednesday until 6:00 p.m. The telephone number is (619)260-4654; the fax number is (619)260-2270; e-mail is careers@sandiego.edu; and the Web site is www.sandiego.edu/careers.

COUNSELING SERVICES

Consistent with the University's philosophy of providing personal attention to its students, the USD Counseling Center (USDCC) has a professional staff to provide counseling and a variety of services to facilitate students' growth and emotional needs.

Currently enrolled students may schedule an assessment session with a counselor to discuss any issues of concern. These may include personal, interpersonal, social, and/or academic problems. The counselor and student will jointly decide the best course of action to address the student's concerns and difficulties. This may include individual and/or group counseling sessions, academic consultation, and referrals to other services within the University. Referrals to other professionals (psychiatrists, physicians, drug/alcohol abuse specialists, learning specialists, etc.) will be made as appropriate. All services are free and confidential within legal and ethical guidelines.

The USDCC maintains a resource library with books, pamphlets, and video tapes on a wide range of personal growth topics. These resources are available without an appointment and are designed to enhance the students' ability to help themselves explore difficult personal and family issues.

Academic counseling is available to students wishing assistance with academic skills such as test-taking, time-management, decision-making, and stress management, among others.

USDCC offers a wide range of workshops, presentations, and seminars throughout the year. The Counseling Center is located in Serra Hall 300 and is open Monday through Friday from 8:30 a.m. to 5:00 p.m. and Wednesday until 6:00 p.m. Phone (619)260-4655; fax (619)260-4699; Web site: www.sandiego.edu/usdccc.

DINING

There are a number of dining plan options available and are designed to expand students' dining options providing convenience, flexibility, quality, and value. For more information, visit the Campus Card Services Office in Hughes Administration Center 210, or obtain additional information online at www.sandiego.edu/campuscard.

DISABILITY SERVICES

Disability Services at USD assists enrolled students with disabilities in achieving equal access through specific accommodations for which they are eligible. Under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (see page 17), individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to access these rights, a student must self-identify and present documentation indicating that the disability *substantially limits* one or more major life activities, including *learning*. USD's Disability Services is responsible for securing and maintaining this documentation as it relates to the disability claims of each student who chooses to identify himself/herself. Certain disabilities, such as mobility impairments, blindness, and deafness, are often readily observable and, therefore, do not require complicated documentation. The majority of students with disabilities, however, struggle with less physically obvious signs: low vision; hearing loss; learning disabilities; attention deficit hyperactivity disorder; psychiatric disabilities; and chronic health/medical concerns, such as diabetes, cancer, epilepsy, heart disease, HIV, or AIDS. These students require more extensive documentation. All students must submit current documentation to Disability Services from a *qualified* physician, psychiatrist, psychologist, learning disabilities specialist, or other licensed professional that discusses explicit connections between the functional limitations specific to the disability and evidence to establish a rationale supporting the need for suggested accommodations. Once the disability has been verified by Disability Services, it is the student's responsibility, with assistance from Disability Services, to arrange recommended accommodations with individual faculty members, e.g., accommodated administration of tests/examinations; taping of lectures. Each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented at the discretion of the Director of Disability Services after meeting with the student and assessing his/her present needs. It is the goal of Disability Services to promote maximum student independence.

For questions specific to documentation requirements for students with Learning Disabilities, Attention Deficit Hyperactivity Disorder, Psychiatric/Psychological Disabilities, and/or Medical Disabilities, please refer to the Disability Services' Web site at <http://www.sandiego.edu/disability>.

USD is *not* responsible for the provision of support services if the student *has not* self-identified and submitted the required documentation to Disability Services, Serra Hall 300. Disability Services can be reached by calling (619)260-4655.

ENGLISH LANGUAGE ACADEMY

The USD Division of Continuing Education has designed a new English Language Academy (ELA). The program offers a values-based intensive English language proficiency and cross-cultural program.

The ELA courses for undergraduate or graduate students include language skills for academic and professional purposes. The program offers academic preparation, instruction in intermediate to advanced language proficiency levels, and TOEFL and GMAT preparation courses. It is a year-round program with small class size and a cultural component.

Students will be tested and placed in courses appropriate to their skill level, needs, and goals.

For more information, contact the Division of Continuing Education at (619)260-4585.

GRADUATE STUDENT ASSOCIATIONS

The graduate student associations are funded by graduate student fees to enhance the intellectual and social life of graduate students. The organizations include the Graduate Student Association in the College of Arts and Sciences; the Graduate Business Student Association; the Graduate Student Association in the School of Education; the MEPN (Master's Entry Program in Nursing) Student Association; and the Graduate Nursing Students' Association. There is also a Graduate Student Council with a representative from each of the schools and the College. Each organization elects its own slate of officers to represent it before the University administration and each association functions as a service organization. Although not every association provides the same services, many hold social functions throughout the year, provide scholarship assistance, award fellowships, and assist students with job placement.

HOUSING

The campus housing designated for graduate and law students is the Presidio Terrace Apartments. They are one-bedroom units (approximately 425 square feet each). There is a laundry room on site for use by the residents of these apartments. The units are located at 5702 Linda Vista Road. A single, married, or single parent student may occupy the Presidio Terrace Apartments. Since September 2002, all 43 units have been upgraded as part of a \$1.5M renovation project. The project involved a complete renovation of the kitchen and bathroom plus new windows, carpet, lighting, vinyl, and paint.

The residents will sign academic year contracts that offer special extended contract occupancy periods of September 1 through May 31 with continuous occupancy

(including Christmas break, Intersession, and Spring Break). The 2005-2006 room-only fees will be approximately \$5,000 per semester for a single unit at Presidio Terrace Apartments. Summer housing and early August move-ins (especially for law students) can be arranged by contacting the Housing Office.

These room fees include utilities, Internet access, and cable television, which (from the local cable company) would cost over \$100 per month off campus. Telephone installation plus voice mail and campus call usage is also included in the Presidio Terrace Apartments room fee. These apartments are furnished with a matching living room sofa and chair, dining table and chairs, desk, chest of drawers, refrigerator, and stove. The bedrooms have full-sized beds.

Interested graduate and law students who will be enrolled full-time in the fall of 2005 can request campus housing for the fall by making a \$250 Room Reservation Prepayment at the Cashier's Office, located in the Hughes Administration Center, and then contacting the Housing Office in the Mission Crossroads Building to request the *Housing and Dining Services Contract* packet. Applications will be accepted on a "first-come, first-served" basis and a waiting list will be kept when all apartments have been reserved for the fall.

The Housing Office has an Internet Web page with two links directed to assist graduate students of the University of San Diego in locating off-campus housing accommodations. The Web page is located at <http://housing.sandiego.edu>.

For graduate students looking for housing, the Off-Campus link is very useful. The *Off-Campus Housing Resource* provides listings of apartment complexes within a five-mile radius of the University. This listing also provides addresses and phone numbers and a link to *Mapquest*, which provides a map of the apartment location. In addition, this page links up with the *San Diego Union Tribune*, *Apartments for Rent*, *On-line Rental Guide*, and *Apartment Guide*.

For graduate students interested in sharing accommodations rather than renting their own apartment, we also provide a Bulletin Board link. This is a listing of other individuals searching for roommates, landlords with rental property (i.e., condos or houses), or rooms for rent in private homes.

The Bulletin Board link is updated almost daily and sooner if the office receives multiple listings. The Off-Campus Resource is updated annually or when management of the rental property notifies us of changes.

USD is located in a residential area which contains a variety of off-campus housing units within walking distance of the campus. If graduate students have questions regarding these offerings or would like to submit a listing, they should contact the Housing Office located in Mission Crossroads at (619)260-4777.

INTERNATIONAL PROGRAMS OFFICE

The International Programs Office is primarily responsible for the welfare of all international students attending the University on visa. This office acts as a resource and support to international students in the transition to a new culture and environment. Assistance and advising is provided regarding the procedures, expectations and requirements of the U.S. academic system. The International Programs Office provides various social, educational, and cultural programs including an International Mentor Program and the International Coffee Hour. This office is responsible for the orientation of new international students, which includes assistance with housing, banking, health insurance, and other basic needs associated with living in a new country. The International Programs Office is located in the Hahn University Center 132; (619)260-8835.

INTERNATIONAL SERVICES

The Office of International Services has the general responsibility for all immigration matters that affect international students and scholars attending USD on visas. It serves as the liaison between USD, international students and scholars, and foreign and domestic government offices and international organizations.

The office provides immigration advising for international students, scholars, and USD departments that require immigration assistance for non-immigrant visa related issues. The Office of International Services is located in the Serra Hall 316; (619)260-4678.

MAIL CENTER

The Mail Center is located on the eastern end of the ground floor of Loma Hall. Mail boxes are provided in the lobby area for students who reside in Maher, Camino, and Founders Halls, Mission Crossroads, and the Alcalá Vistas. Mailboxes for Manchester Village residents are in Building II, just past the lobby. When available, non-resident students may rent mailboxes at a cost of \$20 per semester.

Loma Hall service window hours are 8:00 a.m. to 4:30 p.m., Monday through Thursday, and 8:30 a.m. to 4:30 p.m. on Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available.

The Mail Center is not a licensed U.S. Post Office.

SPORTS AND RECREATION

The Recreation Center offers members of the University community many opportunities to use their leisure time constructively and to complement USD's academic experience. Students are encouraged to use the facilities of the Sports Center at the east end of campus. They include a heated swimming pool, a six-basket gym, two indoor volleyball courts, four tennis courts, and weight and exercise rooms. Other on-campus facilities include the Jenny Craig Pavilion Fitness Center, Manchester multi-use

field, softball field, soccer/multi-use field by the Mission dormitories, and eight more tennis courts adjacent to Copley Library. In addition, sailing, water-skiing, and surfing facilities and equipment at the Mission Bay Aquatic Center are available for use on a fee basis by the USD community.

Graduate students may also participate in the many recreation classes offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, volleyball, tennis, and many additional leisure activity courses. In addition, graduate students are encouraged to sign up as free agents or organize teams to participate in the more than 20 intramural leagues. For additional information, contact the Campus Recreation Office at (619)260-4533 or check the *Campus Recreation* magazine.

STUDENT HEALTH SERVICES

The Health Center is available to all registered USD students. Services provided by the Health Center include: care of acute, non-emergency illnesses and injuries; on-going care for existing medical conditions; preventive services such as immunizations, well-woman exams, check-ups, cholesterol screening, study abroad exams, and health education. The staff at the Student Health Center can also provide referrals to specialists in the community. The Health Center opens daily at 8:00 a.m. during spring and fall semester, and stays open until 4:30 p.m. on Mondays, Tuesdays, and Thursdays, with a 4:00 p.m. closure on Friday. Wednesday clinic hours are from 8:00 a.m. to 11:30 a.m., and from 1:00 p.m. to 6:30 p.m.

A physician, nurse practitioner, and registered nurse are in the Health Center every day. We also offer a morning nurse triage from 7:30 a.m. to 8:30 a.m. when patients without appointments can call for assessment by the nurse on duty, and can have a same day appointment scheduled if needed. Walk-in patients are accepted, though patients with appointments are given priority. Students with urgent medical questions may call the on-call provider after hours. For on-campus emergencies, call Public Safety at ext. 2222. Call 911 for emergencies that occur off-campus.

There is no charge to see a doctor or nurse practitioner. Laboratory examinations may be obtained at the Health Center for a low fee, or patients choosing to use their insurance to pay for such services can be sent to an outside facility. The Health Center has a modest supply of medications on site which also may be directly purchased from the center, however prescriptions for outside pharmacies can be provided to patients who prefer to use their health insurance to purchase medications. Fees will be charged for procedures such as suturing and suture removal, spirometry, ECG assessment, respiratory treatments, toenail removal, and cryotherapy for wart removal. The Student Health Center accepts only CampusCash and personal checks as a form of payment.

STUDENT HEALTH INSURANCE

For student health insurance information, contact the Student Health Center located in Camino Hall 161; (619)260-4595.

Health insurance is mandatory for all international students. Health care in the United States is extremely expensive; therefore, USD provides a health care plan designed to meet the needs of international students. For further information contact the International Programs Office in the Hahn University Center 132.

UNIVERSITY CENTER

The Ernest and Jean Hahn University Center offers meeting areas, spaces for cultural events, and several indoor and outdoor dining spaces. In addition to the Main Student and Faculty Dining Rooms, the Deli, and Marketplace on the main level, students will find Torero Grill on the lower level, which is open late into the evening.

The Center houses the offices for student government, student publications, undergraduate student organizations, as well as the Office of Student Affairs and University Ministry. A 400-seat multi-purpose room (The Forum) allows presentations of films, speakers, cultural programs, popular entertainment programs, and exhibits. The University Center also includes lounge space, commuter student lockers, a computer help desk, outdoor recreation program, and a ticket booth which features tickets to on-campus events and local venues.

University Center Hours:

Monday through Friday	7:00 a.m. to 11:00 p.m.
Saturday	9:00 a.m. to 10:00 p.m.
Sunday	9:00 a.m. to 11:00 p.m.

C E N T E R S A N D I N S T I T U T E S**SCHOOL OF BUSINESS
ADMINISTRATION CENTERS
AND INSTITUTES**

For Centers and Institutes within the School of Business Administration, please see pages 75-77. These include:

- John Ahlers Center for International Business
- Burnham-Moores Center for Real Estate
- Accountancy Institute
- Information Technology Management Institute
- Leadership Institute for Entrepreneurs
- Supply Chain Management Institute

**CENTER FOR THE STUDY OF
LATINO/LATINA CATHOLICISM**

The Roman Catholic Church in the United States is rapidly changing its demographic makeup, and the same may be said of the Episcopalian and other churches which locate themselves within the overall western Catholic

UNIVERSITY MINISTRY

University Ministry programs and services for graduate and law students are intended to help nourish an adult faith, form a strong community of worship, serve the poor, and act for justice.

While, naturally, we come from a Catholic perspective, persons of all religious traditions and those still searching for their religious identity are welcome to take part in our programs, activities, and services. They include retreats, worship, scripture study, pastoral counseling, spiritual direction, liturgical ministries, ecumenical services, social justice opportunities, faith reflection groups, and the Founders Chapel choir.

Those who are interested in learning more about the Catholic Church or prepare for the Sacraments of Initiation (Baptism, Eucharist, Confirmation) may take part in programs run from mid-September to early May.

In the School of Law, the Christian Legal Society, Jewish Law Students Association, and the St. Thomas More Society are student organizations which encourage an integration of faith and professional life.

For a brochure and more information about University Ministry, please visit Hahn University Center 238 or Maher Hall 208. The telephone numbers are (619)260-4735 and (619)260-7770, and the Web site is www.sandiego.edu/ministry.

Tradition. Nearly one half of all U.S. Roman Catholics are Latinos/as, and their proportional representation will only continue to increase within the Church. Similar transformations are also occurring in other Christian (western Catholic) churches. This demographic reality (and its profound social, pastoral, and theological consequences) strongly suggests that further research into Latino/a Catholicism, broadly understood, is an urgent and necessary task.

Catholic universities, precisely because of their Catholic character, are important as loci for the interdisciplinary, rigorous study of religion beyond the merely descriptive. Indeed, theological reflection on social scientific findings is an especially important and appropriate contribution of the Catholic university.

The University of San Diego, the only Roman Catholic University on the American side of the U.S.-Mexico border, is uniquely qualified to engage in and pro-

mote the necessary research into U.S. Latino/a religious reality. USD is one of the few institutions of higher education in the country with significant library holdings on Latino/a and Latin American religion. Among its faculty, USD counts scholars with recognized reputations in the field of Latino/a religious studies and theology. It thus seemed very important that USD promote – in a systematic, ecumenical, multiperspectival, intercultural, and critical manner – a sustained theological reflection on Latino/a Catholicism and its impact on the overall U.S. Church. In order to accomplish this in a way congruent with the nature of a university, USD established the Center for the Study of Latino/a Catholicism.

In order to guarantee the desired ecumenical perspective, the Center came to define “Catholicism” as the “overall western Catholic Tradition,” thereby broadening the number and scope of the U.S. Latino/a Christian churches it studies. And in order to guarantee the equally desired interdisciplinary and multiperspectival approach to Latino/a Catholicism, thus understood, the Center incorporates in its projects the participation and contributions of social scientists, historians, philosophers, economists, and other scholars with expertise in the study of multiple contexts of Latino/a Catholicism.

The Center has more recently committed itself to incorporating explicitly intercultural perspectives, and consequently it has deepened its continuing dialogue with Black, Asian American, and European American scholars, as well as with academics throughout Latin America, Europe, Africa, and Asia. Furthermore, from its very beginning the Center recognized the evident presence and invaluable contributions of Latina women, and insisted on incorporating the methodological perspectives common to the best Latina feminist scholarship.

In order to carry out its mission, the Center promotes and organizes national and international symposia and research projects, publications, public conferences, etc., which contribute to the theological study and interpretation of Latino/a Catholicism in the United States. The Center also assists scholars with independent research and/or sabbatical projects, and it has begun collaborative programs with similar centers in Mexico, Puerto Rico, the Dominican Republic, Cuba, Brazil, and Europe.

The Center seeks, through USD's Office of Sponsored Programs, research and symposia grants.

USD CENTER FOR CHRISTIAN SPIRITUALITY

The USD Center for Christian Spirituality (CCS), the successor to the Institute for Christian Ministries, began in the Fall of 2001. While Christian spirituality is the tradition in which the Center is rooted, all people who want their lives to be consonant with their deepest values and meaning are welcome and respected. The diversity of our beliefs and cultures is itself a gift.

The goal of the Center is to address and foster spirituality in four areas:

- personal enrichment
- professional life
- academic life
- social justice

The goals are realized through academic courses, programs designed for professional constituencies including business, law, social work and spiritual direction, workshops for personal enrichment, and collaboration with groups addressing social justice concerns. The Center emphasizes dialogue as an essential way to discover and share the transcendent values of life in order that they may be placed at the service of community.

The Center is housed in the College of Arts and Sciences, Department of Theology and Religious Studies. Student participation is welcome. For information, contact the CCS in Maher Hall, Room 280, or phone (619)260-4784.

JOAN B. KROC INSTITUTE FOR PEACE AND JUSTICE

The Joan B. Kroc Institute for Peace and Justice (IPJ) is dedicated to fostering peace, cultivating justice, and creating a safer world. The IPJ was established with a generous gift by Joan B. Kroc to the University of San Diego and began its work in Fall 2000. The 92,000 square-foot Institute building was completed in September 2001 and had its official dedication that December. The IPJ provides education and research opportunities, as well as conducts outreach activities in the intersecting disciplines and practices of human rights and conflict resolution. The scope of IPJ activities ranges from the local to the global, from classroom education to serving as a facilitator for unofficial talks for peace and justice. The IPJ believes that sustainable peace is possible only through the observance of human rights and justice.

The Master of Arts in Peace and Justice Studies, offered through the College of Arts and Sciences, began in Fall 2002 and stands on three pillars – international affairs, ethics, and conflict resolution. Students are joined by faculty who are interested in cross-cultural peace education, who hold human dignity and human survival as fundamental values, and who believe education should inspire students to use their influence in any arena they choose to achieve positive change for an environment of peace and justice. Together, faculty and students model and develop the broader knowledge of attitudes and skills essential to inspiring a just world.

A visiting scholars program encourages research that will improve our knowledge of peacemaking, justice, and human rights. Educational programming for the students and community includes an ongoing speaker and film series. The IPJ also offers an internship program for undergraduate and graduate students in the summer, fall, and spring.

For more information, contact the IPJ at (619)260-7509; Fax (619)260-7570; ipj@sandiego.edu; or visit the Web site at <http://peace.sandiego.edu>. For more information on the Master of Arts in Peace and Justice Studies, contact Graduate Admissions at (619)260-4524.

MANCHESTER FAMILY CHILD DEVELOPMENT CENTER

The primary goal of the Manchester Family Child Development Center is to offer a safe and enriching environment in which children can share, grow, and learn. It offers a rich, stimulating setting that is warm and supportive of each child's individual learning place.

Affiliated with USD's School of Education, the Center serves as a practicum and research site for members of the University community. The Center accepts all children between the ages of 2-1/2 and 5 years, with the availability of both full- and part-time enrollment options. Each class of 12-14 mixed-age children is staffed by two qualified teachers.

The Center operates from 7:15 a.m. to 5:45 p.m. Monday through Friday, 48 weeks per year. Volunteers are welcome and encouraged to inquire. For additional information, including current tuition rates, please contact the Center at (619)260-4620.

TRANS-BORDER INSTITUTE

The mission of the Trans-Border Institute (TBI), founded in 1994, is:

- To help the United States-Mexico border community in ways consistent with the nature and mission of the University;
- To position the University of San Diego in the United States-Mexico border community;

- To address multinational characteristics and to help stimulate exploration of the concepts and contexts of border, within the curricular, research, and service modes of activity of the University; and
- To serve as a vehicle for communication, dialogue, exchange, and collaboration in order to break down the barriers between peoples, with special attention to the United States-Mexico border region.

In order to accomplish these goals, the Trans-Border Institute will provide the students and faculty of the University, as well as the people of the United States-Mexico border community within which the University is located, information, contacts, and opportunities for study, research, internships, academic exchange, partnerships, and service learning.

The Trans-Border Institute is organized to encourage participation of students, faculty, staff, and community. The TBI welcomes those who would like to be involved in developing the Institute as it in turn helps develop USD's growing involvement with its surrounding communities on both sides of the border.

TBI's activities include a Speaker Series, a Research Grant Program for both student and faculty research on border-related issues, the Web site (TBI.sandiego.edu), and a newsletter. TBI co-sponsors other programs and activities related to the border and the broader area of Latin America. TBI has ties with the Center for U.S.-Mexican Studies at UCSD, the Institute for Regional Studies of the Californias at SDSU, the Colegio de la Frontera Norte, and other Border Studies institutes in Europe and Latin America.

SPECIAL SESSIONS

INTERSESSION

USD follows the 4-1-4 academic calendar: fall and spring semesters of approximately four months each and a January Intersession of three weeks. Although students are not required to attend Intersession, many students are able to move more quickly through their program or to lighten their load in the regular semester by taking a course during January. One 3- or 4-unit course is the maximum allowed during Intersession; *USD will not accept units taken concurrently at another college or university.* A maximum of 4 units may be transferred from another college or university to USD if a student is not concurrently enrolled at USD.

The Intersession class schedule may be obtained at the Special Sessions Office, Founders Hall 108. Students must have their advisor's signed permission to register and must pay in full at the time of registration unless using the Telephone Reservation System. Students using the

Telephone Reservation System must pay by the deadline given on the phone recording. Note that the refund policy for Intersession is different from that of the fall and spring semesters. See the *Intersession Bulletin* for payment options: E-pay, financial aid, credit card, or check.

SUMMER SESSIONS

Academic courses are offered in sessions of various lengths over the 12-week summer period. Students may take one more unit than the number of weeks in the session (for example, 4 units in a three-week session) for a total of 13 units over the 12-week period. These limits apply to any combination of courses taken concurrently at USD and another institution.

The Summer Sessions class schedule may be obtained at the Special Sessions Office, Founders Hall 108. Students must have their advisor's signed permission to

register and they must pay in full at the time of registration unless using the Telephone Reservation System. Students using the Telephone Reservation System must pay by the deadline given on the phone recording. Note that the refund policy for Summer Sessions is different from that of

the fall and spring semesters. See the *Summer Sessions Bulletin* for payment options: E-pay, financial aid, credit card, or check.

STUDY ABROAD OPPORTUNITIES

GUADALAJARA PROGRAM

USD offers a six-week program in Guadalajara, Mexico each summer. The curriculum typically includes courses from all levels of Spanish language, composition and literature, as well as courses in art, ethnic studies, art history, business, communication studies, education, history, international relations, music, photography, political science, and theology and religious studies. A limited number of graduate courses are also offered. Housing with Mexican families can be arranged for graduate students and their families to enhance the student living-learning experience. Hotel rooms and apartments also are available. The program includes cultural excursions to museums, historical sites, and neighboring cities. Tuition rates are considerably lower than on campus. For more information contact the Guadalajara Summer Program Office at (619)260-7561 or e-mail guadalajara@sandiego.edu. Applications and general information can be downloaded from the Web page at www.sandiego.edu/guadalajara.

SCHOOL OF BUSINESS ADMINISTRATION Ahlers Center for International Business

The Ahlers Center for International Business sponsors short-term graduate business study abroad options in Europe, Latin America, and Asia. These opportunities are open to graduate business students from around the world, providing a truly international experience. USD law students and graduate students in international relations or education may be eligible to participate. Each location offers a choice of graduate courses, giving participants the opportunity to study topics particularly relevant to their individual career goals. The graduate business courses are taught in English by internationally recognized faculty in partnership with local universities. Currently there are programs in Mexico, Brazil, China, Spain, Germany, Argentina, and the Czech Republic.

During the summer, the time spent abroad is two weeks. Students can earn up to 6 units of credit. All the courses are five weeks, beginning with a three-week distance learning component followed by two weeks on-site at the foreign location. Distance learning activities include independent assignments, team projects with other classmates, threaded discussion groups and real-time, chat-room sessions. The distance learning portion of the courses

utilizes WebCT, one of the leading web-based teaching tools that apply innovative technologies to facilitate course design and enrich students' learning experiences. On-site activities include classroom instruction, company visits, expert guest speakers, and social/cultural events.

Intersession courses are one week abroad with two weeks of class activities either held on campus at USD or conducted via distance-learning, dependent upon the course structure.

These study abroad opportunities expose students, by immersion, to international business practice and sensitize them to cultural differences that influence effecting international interaction. Interested students should contact the Ahlers Center for International Business at (619)260-4896, e-mail kmendez@sandiego.edu, or visit the Web site at <http://business.sandiego.edu/ib>.

SCHOOL OF LAW INSTITUTE ON INTERNATIONAL AND COMPARATIVE LAW

The School of Law offers international law courses in Barcelona, Florence, London, Mexico City, Oxford, Dublin, Paris, and Russia. Each course is conducted in English, generally by a full-time law professor with guest lectures by local officials, faculty, and lawyers.

Students receive intensive training and benefit from exposure to different cultural milieus, guest faculty viewpoints, foreign legal institutions, and international history through tours and simulated legal proceedings. Students attend the Institute from all over the world. Graduate students in international relations or international business may be accepted into this program. Contact the Program Coordinator at (619)260-7460, fax (619)260-2230, or visit the Web site at www.sandiego.edu/lawabroad.

I N F O R M A T I O N F O R A P P L I C A N T S

ADMISSION

Applicants for admission to the University of San Diego graduate programs must hold a bachelor's degree or its equivalent from an accredited and approved institution. Applicants for admission to the doctoral programs must also hold a master's degree. Selection for admission to the USD Graduate School is competitive and is based on evidence that the applicant will be able to pursue successfully a program leading to a post-baccalaureate degree, certificate, or credential in the field to which the student is applying. The applicant's undergraduate training should reflect breadth as well as appropriate preparation for advanced study in the field selected.

Applicants should thoroughly check the departmental sections of this *Bulletin* for special requirements such as special application deadlines, minimum GPA, standardized tests, required prerequisite courses or credentials, and other requirements specific to the program.

The University does not admit applicants on provisional status to graduate programs. A department may recommend that an individual take additional courses or examinations prior to further consideration for admission, or it may require additional courses beyond program requirements as a condition for granting the degree.

PROCEDURE

Application for admission must be made directly to:

Office of Graduate Admissions
University of San Diego
5998 Alcalá Park
San Diego, California 92110-2492
(619)260-4524 or (800)248-4873

APPLICATION PRIORITY FILING DATES FOR ADMISSION

Unless otherwise indicated in the program sections of this *Bulletin*, the application priority filing dates shown at the bottom of this page will be in effect (applicants for financial aid must meet the deadlines established by the Office of Financial Aid Services). In most cases, applications are reviewed by departments as the application files are completed (see program sections for the following exceptions: MSN and PhD in Nursing; EdD; MA, MEd in Leadership Studies; MEd, MAT in Learning and Teaching; MEd in Special Education; MA in Marital and Family Therapy; MA in Counseling; School of Education Credential programs; MFA in Dramatic Arts; MS in Marine Science).

Applications that are received by the priority filing date will be given careful consideration, but please note that a program might be filled before the final filing date. Applicants are expected to ensure that all supporting credentials are received in the Office of Graduate Admissions by the final filing date. Applications will not be accepted after the final filing date indicated below.

MATERIALS TO BE SUBMITTED BY APPLICANTS FOR DEGREES, CREDENTIALS, OR CERTIFICATES

Applicants must make sure that all of the following materials are sent to the Office of Graduate Admissions in order for their applications to be reviewed.

1. The Application for Admission.
2. The stipulated Application Fee made payable to the University of San Diego. This is a nonrefundable fee and is subject to change. International students must pay in currency of the United States using an International Postal Money Order or a bank draft on a United States bank.

A D M I S S I O N F I L I N G D A T E S

<u>TERM OF MATRICULATION</u>	<u>ADMISSION PRIORITY FILING DATE</u>	<u>ADMISSION FINAL FILING DATE</u>	<u>USD FINANCIAL AID DEADLINE*</u>
Fall	May 1	August 22	May 1
Interession	November 15	December 15	—
Spring	November 15	January 15	May 1
Summer	March 15	May 15	—

(Refer to program descriptions in case earlier deadlines apply.)

*Students applying for USD Financial Aid must submit applications for both admission and financial aid by May 1 for consideration for the Fall and/or Spring semesters. In addition, they must have all application documents on file and be accepted to the program no later than July 1.

3. An official transcript documenting each course taken beyond the high school level (whether or not within a degree program) and all degrees awarded. Transcripts that do not bear the registrar's signature and/or the institution's seal are not official and are, therefore, unacceptable. Applicants from outside the United States must give evidence of eligibility for university entrance by furnishing official records covering all university work. *English translations must accompany the records if the original is not written in English.*
4. Three letters of recommendation (preferably on special forms provided with the application materials) from professors familiar with the applicant's scholarly work or from professional supervisors who have had experience in a graduate program and who can provide information regarding the applicant's potential for success as a graduate student.
5. Current resumé (required for Business and Nursing; recommended for others).
6. Standardized admission test scores when required by department (see program sections and *Admission Tests* below).

ADMISSION TESTS

Some departments require applicants to submit the results of one of the standardized tests (see *Additional Requirements for Admission* in the program sections). Registration forms, fee schedules, priority deadlines, and additional information for these tests are available from the Office of Graduate Admissions or by writing or calling the testing services at the locations listed on page 29. USD's Institution Code number for all of these tests is 4849; this number must be included on the test registration form in order to have the official results sent to the University.

INTERNATIONAL STUDENT APPLICANTS

The University of San Diego welcomes applications from international students who can demonstrate their ability to undertake graduate work successfully in the United States. Applicants for admission from foreign countries must give evidence of eligibility for university entrance by furnishing official records covering all collegiate work as well as academic recommendations. All non-English academic records must be accompanied by an English translation certified true by the issuing school, a consulate official, or an official translator. International applicants are required to have their transcripts evaluated by an independent credentials evaluation service. School of Nursing and Health Science applicants must submit a course-by-course report from World Education Services, Inc. (WES). All other applicants must submit a Detail Report from the International Education Research Foundation, Inc. (IERF), or a course-by-course evaluation report from WES.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). See *English Proficiency* below. International students should read all admissions requirements for the program to which they are applying. *It is the responsibility of the international student to see that all supporting documents are received one semester prior to enrollment.*

International students cannot rely on financial assistance or awards from the University and must provide for their financial support from non-University sources. They must submit adequate proof of financial resources for all obligations for the full period of time for which they will be attending the University. Accepted students should send a nonrefundable tuition deposit which will be credited to the student's account. The nonrefundable tuition deposit may vary with individual degree programs. Registration information will be sent upon receipt of the deposit.

USD is authorized under Federal law to enroll non-immigrant alien students. The applicant must be accepted as a full-time student working toward a degree before he or she is eligible for an Immigration Form I-20. The I-20 will be sent to the accepted student upon receipt of an affidavit of support indicating the amount and source(s) of finances and a commitment deposit.

International students are required to purchase adequate health insurance coverage while enrolled at USD and may select from several plans designed specifically for international students. Information and forms are available in the International Programs Office, Hahn University Center 132.

ENGLISH PROFICIENCY

Students enrolled in graduate programs at USD must be able to comprehend written English easily, to understand rapid, idiomatic English used in lectures and group discussions, and to express themselves clearly in spoken and written English. A student who is not proficient in English may need to take courses in an "English as a Second Language" program at USD's English Language Academy. Applicants are advised to contact the Division of Continuing Education at (619)260-4585 about this learning opportunity. All graduate applicants, regardless of citizenship, whose undergraduate education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a USD-approved postsecondary institution where English is the principal language of instruction must receive a minimum score of 580 (paper-based) or 237 (computer-based) on the Test of English as a Foreign Language (TOEFL). Individual degree programs may prescribe a higher minimum score. Applicants must also submit a score on the Test of Written English (TWE) or the required essay (computer-based TOEFL).

The TOEFL is administered by the Educational Testing Service (ETS) and is given at test centers throughout the world, including locations within the United States (see box below for address and phone number).

NON-DEGREE SPECIAL STUDENTS

Any interested individual holding a bachelor's degree from an approved and accredited institution may apply for Special Student Status and may, with permission of the Office of Graduate Admissions and of the department or School involved, take up to 6 units of course work offered by the University of San Diego Graduate School. Exceptions to the 6-unit limit must have the recommendation of the program director and approval of the dean of the College/School in which the course is offered. Some, but not all, departments will consider admission as a Special Student while the applicant is in the process of filing application documents. Admission and enrollment as a Special Student does not obligate the department to admit an otherwise unqualified applicant. Special Students may be prohibited from enrolling in specific courses. The School of Business Administration restricts Special Student Status to students already enrolled and in good standing in graduate programs at USD or other accredited and approved institutions.

ADMISSION TO JOINT-DEGREE PROGRAMS

Students desiring to pursue two degrees in one of USD's joint-degree programs must be admitted separately to each of the two schools involved. Current admission requirements and procedures for the College of Arts and

Sciences and for the Schools of Business Administration and Nursing and Health Science are included in this *Bulletin*. For information regarding these joint graduate degree programs, please call the Office of Graduate Admissions at (619)260-4524 or (800)248-4873.

Information and materials regarding admission to the School of Law should be requested from the Law School Admissions Office at (619)260-4600, ext. 4528.

Please Note: The School of Law operates on a different calendar, and students are responsible for meeting all Law School deadlines for application, registration, payment, etc., as set forth in their own publication.

RECONSIDERATION FOR ADMISSION

An applicant who has been denied admission to a USD graduate program may request reconsideration under the following conditions:

1. The applicant must request of the Graduate Admissions Director in writing that his or her application be reconsidered;
2. In that written request, the applicant must indicate what new, substantial evidence is being provided for review by the Admissions Coordinator or Committee;
3. The applicant may then be reconsidered for admission, along with the total current applicant pool for the admission date in question, and will be subject to the policies and requirements of the *Bulletin* in effect at that time; the applicant will be informed of the Committee's decision at the appropriate time.

T E S T I N G I N F O R M A T I O N

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

CBEST Program
National Evaluation Systems, Inc.
P.O. Box 340880
Sacramento, CA 95834-0880
Phone: (916)928-4001
Fax: (916)928-9242
Internet: <http://Cbest.nesinc.com>

GRADUATE RECORD EXAMINATION (GRE)

Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Phone: (609)771-7670,
(800)537-3160
Fax: (609)771-7906
Internet: <http://www.gre.org>

GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

Educational Testing Service
P.O. Box 6103
Princeton, NJ 08541-6108
Phone: (609)771-7330
Fax: (609)771-7385
Internet: <http://www.mba.com>
E-mail: GMAT@ets.org

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) AND TEST OF WRITTEN ENGLISH (TWE)

TOEFL/TSE Services
P.O. Box 6151
Princeton, NJ 08541-6151
Phone: (609)771-7100
Fax: (609)771-7500
Internet: <http://www.TOEFL.org>

MILLER ANALOGIES TEST (MAT)

The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-3956
Phone: (210)921-8802,
(800)622-3231
Fax: (210)921-8861

PRAXIS SERIES

Educational Testing Service
P.O. Box 6050
Princeton, NJ 08541-6050
Phone: (609)771-7395,
(800)537-3161
E-mail: praxis@ets.org

EXPENSES

2005-2006 EXPENSES FOR GRADUATE STUDENTS

All students are expected to become familiar with the financial obligations they incur by registering at the University. The following information provides the essential data; if in doubt, however, a student should make inquiries at the Student Accounts Office by the Registration/Fee Payment date. Tuition and fees listed here are for the fall and spring terms of the academic year 2005-2006; amounts for the 2006-2007 academic year have not been determined as of the date of publication. *Note:* The fees below take effect with the beginning of Summer Sessions 2005.

Application Fee

(non-refundable, payable with application)

Master's degree/Credential/Special applicant	\$45.00
Doctoral degree.....	\$45.00

Admission Deposit

(non-refundable, credited to the student's tuition)

Master's degree/Credential/Special applicant.....	\$50.00
School of Education	
Master's degree/Credential programs.....	\$200.00
Doctoral degree	\$200.00

Tuition, 2005-2006

Students entering prior to Summer 2004

Master's students	Per unit \$925.00
Doctoral students	Per unit \$940.00

Students entering after Spring 2004

Master's students	Per unit \$990.00
Doctoral students	Per unit \$1,005.00

Auditing is one-half the regular per-unit tuition charge.

For tuition information for Extension courses, please contact the Continuing Education Office.

Special Fees

Add/Drop Fee (for changing schedule)	\$5.00
Competency Exam Fee	Per exam \$25.00
Education Fieldwork and Student Teaching	variable
Graduate Student Association (GSA) Fees	
up to 6.5 units.....	\$20.00
7 units or more.....	\$30.00
Please see the <i>Summer Sessions Bulletin/Intersession Bulletin</i> for Summer/Intersession GSA Fee.	

Late Registration Fee	\$60.00
Oral Language Exam	\$25.00 or more (fee to be determined by tester)
Returned Check Fee	\$25.00
Student Health Services Fee	\$76.00 per year
Written Official Transcript Fee	\$5.00

REGISTRATION AND FEE PAYMENT POLICY

Class registration is not officially completed until all tuition and fees are paid, except for those students who have prearranged to adopt the University's Monthly Installment Plan described below. *Students enrolled in Master's programs will pay Master's per-unit tuition fees for all course work, at any level, at USD. Students enrolled in Doctoral programs will pay Doctoral per-unit tuition fees for all course work, at any level, at USD.* Reserved classes may be revoked if the student does not complete fee payment by the assigned fee payment dates in September and February for the fall and spring semesters respectively (see *Academic Calendar*, pages 6-11, for specific dates). There is a \$60 late registration fee charged to all students who do not complete fee payment by the deadline in the *Academic Calendar*. Accounts paid by a check which is returned by the bank uncollected are not considered paid.

Note to students on the Monthly Installment Plan: installment payments must be kept current throughout the contract life; otherwise, the University reserves the right to cancel the student's class reservation. If scheduled installment payments are not current by the assigned registration and fee payment days, the \$60 late registration fee must be paid.

REGISTRATION AND FEE PAYMENT PROCEDURE

Registration is a two-part process:

1. *Reservation of Classes.* Students should see their advisor and get a PIN to use the Telephone Reservation System 2200.
2. *Payment.* Payment of the required tuition and fees at the Student Accounts Office (Hughes Administration Center 207) except for those who prearranged to adopt the University's monthly installment plan. Students may choose to complete the fee payment portion of registration conveniently by paying their students account on line at www.sandiego.edu/studentaccounts.

Note: If the student has any estimated financial aid, Federal Student Loans, Federal Perkins, or other student loans on his or her offer of financial assistance, and these loans/awards have not been posted to the account and are needed to assist the student in completing fee payment, the

student must sign a deferment at the Student Accounts Office by the registration/fee payment deadline. Failure to do so will subject the student to a \$60 late registration fee.

PAYMENT PLANS

Prepayment Plan

The Prepayment Plan, which currently allows a discount of 4 percent per annum for payment in advance of all actual tuition, room and board, and fees, operates according to the following guidelines:

1. The University reserves the right to change the discount rate.
2. The student will prepay for the entire academic year, or for fall or spring semester separately. Only one academic year may be paid in advance. Prepayment discount begins May 1.
3. July 1 is the last day to prepay and receive a discount for the fall semester; December 1 for the spring semester.
4. Amounts paid are refundable in full prior to first day of class for the fall and spring semesters respectively. Subsequent to those dates, amounts due the University are governed by the University's published refund policy.
5. If the student opting for the prepayment plan is unsure of the number of units to be taken, a semester average of 12 units should be used to compute tuition costs. Payment adjustments for deviations from average amounts will be made within a reasonable time after actual charges are determined.
6. If the student's actual charges exceed the estimated amounts prepaid, the student is responsible for paying any such amounts.

Monthly Installment Plan

The Monthly Installment Plan allows for payment in five (per semester) installments covering actual expenses per semester. The five-payment per semester installment plan has a \$50 non-refundable administrative charge each semester which is payable when signing up for the plan.

The Monthly Installment Plan operates according to the following guidelines:

1. The student account balance with the University must not be delinquent and prior semester charges must have been paid on a current basis to be considered for the Installment Contract.
2. Payments begin on August 1 for the full year/fall semester plans and on January 1 for the spring semester plan.
3. To sign up for the monthly installment plan, go to <http://www.sandiego.edu/studentaccounts>.
4. Formal application for the five-payment installment plan must be made for each new semester.
5. Adjustments are made to remaining contract payments as charges and/or credits occur.
6. In the event of a contract default, USD may refuse the student or contract buyer a subsequent retail installment contract.

7. All payments, which are due on the first of the month throughout the contract life, must be current. If a student's installment plan is not kept current, the University reserves the right to cancel the student's class reservations and room and board arrangements. If installment payments are not current at the time of fall and/or spring semester fee payment/registration deadlines, the \$60 late registration fee must be paid.
8. A \$50 processing fee is required upon execution of the monthly installment plan per semester.
9. Tuition received is refundable in accordance with the University's published refund policy.
10. Special installment payment arrangements are available for international students.

Additional information on payment plans is available from the Student Accounts Office, Hughes Administration Center 207; (619)260-4561; www.sandiego.edu/studentaccounts.

REFUND POLICY

1. **Fees and Deposits** are not refundable.
2. **Tuition** is fully or partially refundable *only* when a student withdraws officially. A *Notice of Withdrawal* form must be presented by the student to the Graduate Records Office, Founders Hall 106, where it will be date stamped. The following schedule applies:
 - 100% refund for withdrawal during the first week of classes of the regular academic semester;
 - 90% refund for withdrawal during the second week of classes;
 - 80% refund for withdrawal during the third week of classes;
 - 70% refund for withdrawal during the fourth week of classes;
 - 60% refund for withdrawal during the fifth and sixth weeks of classes;
 - 50% refund for withdrawal during the seventh week of classes; and
 - 40% refund for withdrawal during the eighth week of classes;
 - **No Refund** of tuition will be made for withdrawal after the end of the eighth week of classes.

The date of withdrawal for refund purposes is considered the date the *Notice of Withdrawal* form is received and date stamped in the Graduate Records Office. Any graduate student who thinks that his/her individual case warrants an exception to this policy should consult the dean of his/her program's College/School.

Note: The tuition refund policy for Intersession and Summer Sessions is published in the appropriate bulletins because the sessions differ in length. For details please contact the Special Sessions Office in Founders Hall 108.

FINANCIAL ASSISTANCE

The primary purpose of the financial aid program at the University of San Diego is to provide assistance to students who, without such aid, would be unable to attend the University. Financial assistance consists of graduate fellowships, assistantships, traineeships, tuition support and graduate work programs, grants, loans, and opportunities for employment.

APPLICATION PROCEDURES

Students must complete the *Free Application for Federal Student Aid (FAFSA)* to be considered for federal and state aid. Additionally, students who started their program at USD before Fall 2004 must complete the *USD Financial Aid Application (FAA)* to be considered for USD funds. Students should review the *Guide to Applying for Financial Aid at USD* on the USD Web site, www.sandiego.edu/financial_aid, or request a copy from the USD Office of Financial Aid Services (OFAS) for deadlines and detailed information. Students should also inquire through the school or department to which they are applying regarding financial assistance opportunities specific to that school or department.

A. FINANCIAL ASSISTANCE AVAILABLE THROUGH THE USD OFFICE OF FINANCIAL AID SERVICES

Eligibility Requirements

1. The student must be officially accepted by the Office of Graduate Admissions and must maintain satisfactory academic progress. "Special Students" (i.e., not admitted to a degree/certificate/credential program) are not eligible for financial aid.
2. The student must be a United States citizen or eligible non-citizen.
3. The student must not be in default on any federal loan or owe a refund on any federal grant.
4. Most programs administered by the USD Office of Financial Aid Services are based on financial need.
5. Most funds are available only to eligible students enrolled on at least a half-time basis (4.5 units for master's students, 3 units for doctoral students) who are pursuing a degree, credential, or certificate.
6. The FAFSA can be completed online at www.fafsa.ed.gov. The USD FAA and additional forms, applications and informational guides are all available on the USD OFAS Web site at www.sandiego.edu/financial_aid or can be requested from the Office of Financial Aid Services.

Programs

USD Graduate Grant (USDGG)

Because applications for graduate grants far exceed funds available, priority for the USDGG is given to students with greatest need. Applicants must have been offi-

cially admitted to the USD graduate program by July 1 and must have submitted complete financial aid application forms by May 1 to receive priority consideration for a grant for the following academic year. Students must enroll for at least 6 units to be considered for a USDGG.

Federal Perkins Loan

Depending on availability of funding, qualified students may receive a Federal Perkins Loan to assist in covering tuition costs. Federal Perkins Loan funds are very limited and are normally used to supplement Federal Stafford Loans.

Federal Stafford Loans

Federal Stafford Loans are available to help meet educational expenses. A graduate student pursuing a degree at USD ("Special Students" excluded) may apply for up to \$18,500 per year. There are two elements of the Federal Stafford Loan Program:

1. The Subsidized Stafford is available to eligible students based on financial need (using information from the financial aid application forms and supporting documents). The interest on this loan is paid by the federal government on the student's behalf while the student is enrolled in an eligible program on at least a half-time basis. The maximum Subsidized Federal Stafford is \$8,500 per year.
2. The Unsubsidized Stafford is available to all eligible students who are enrolled at least half-time. However, interest on this loan will accrue while the student is in attendance. The maximum Unsubsidized Federal Stafford is \$10,000 per year plus any remaining eligibility from the Federal Stafford up to a total of \$18,500.

The interest rate on the Federal Stafford and the Unsubsidized Federal Stafford is an annual variable rate, not to exceed 8.25%. To assure that loan funds are received on time, application should be made at least six to eight weeks before the beginning of the academic term. For more details on the Federal Stafford Loan, contact the USD Office of Financial Aid Services.

B. CAL GRANT PROGRAMS

Teaching Credential Benefits

Students who received Cal Grants as undergraduates are eligible to apply for fifth year benefits to complete a Teacher Credential program. This grant is available to students who: 1) have received a bachelor's degree; 2) were eligible for and received Cal Grant A or B during undergraduate study; 3) are enrolled in a Teacher Credential program; and, 4) complete the *Request for Cal Grant Teaching Credential Program Benefits* (Form G-44) available

from the California Student Aid Commission or the USD Office of Financial Aid Services. Submission of a GPA Verification Form is not required. Form G-44 must be submitted to CSAC no later than 15 months after receiving a BA/BS degree, or from the date on which Cal Grant benefits were exhausted.

C. OTHER FELLOWSHIPS, ASSISTANTSHIPS, AND TRAINEESHIPS

1. The University offers a limited number of Graduate Fellowships, Graduate Assistantships, and a Graduate Tuition Assistant Program. Information is available from the Graduate Admissions Office or through the school or department to which the student is applying. Deadlines for application vary.
2. A Graduate Work Program also is available through the Office of Human Resources.
3. Some traineeship grants are offered through individual schools or departments, particularly the Hahn School of Nursing and Health Science. Information is available from the appropriate dean or department chair.

D. FINANCIAL ASSISTANCE FOR GRADUATE CERTIFICATE PROGRAMS

Students should consult the individual program director.

E. OFF-CAMPUS EMPLOYMENT

The USD Student Employment Center helps students locate part-time off-campus employment in the San Diego metropolitan area. Job referrals and further details are posted on the Part-Time Job Board at the USD Student Employment Center.

F. VETERANS ASSISTANCE

Eligible veterans and dependents interested in applying for VA benefits should contact the VA Coordinator in the Office of the Registrar, Founders Hall 113.

DONOR SCHOLARSHIPS AND GRANTS

The University of San Diego receives donations from private sources to provide various scholarships, grants, and loan funds to selected students in the name of the donor. In addition to meeting the USD Scholarship criteria, additional qualifications and requirements may be stipulated by the donor.

Students are automatically considered for any of the scholarships listed below for which they are eligible when they apply for financial aid at USD. For some scholarships with specific requirements, the *USD Scholarship Questionnaire* is used to determine eligibility and only students who complete this form are considered for those scholarships.

Annual Scholarships/Awards

The following scholarships and awards are given annually by donors or various University departments. The requirements vary and are established by the donor.

Mary Jane Charlton Nursing Scholarship
 Danvera Foundation Scholarship for MEPN (Master's Entry Program in Nursing)
 Sr. Duchesne Teacher Scholarship Program
 Foster Dissertation Award
 Eris McCoy Gallagher Scholarship Program (Education)
 *Graduate Business Alumni Association Scholarship (Business)
 *Bill Hannon Foundation Marine Science Scholarship
 *Fred J. Hansen Scholarship (Master of Arts in Peace and Justice Studies)
 Marion Hubbard Loan Fund (Nursing)
 Elizabeth Judd Lebrecht Scholarship for Student Parents (Education)
 The W. Scott McIntyre Memorial Scholarship
 *Other Esteem Scholarship (Counseling)
 *Julie I. Wilkinson Scholarship (Nursing)
 Elizabeth Baker Woods Education Scholarship
 *Special application required.

Endowed Scholarships

Donors have endowed the University with the following funds which provide for scholarships to be awarded annually for the life of the University. The requirements vary and are established by the donor.

H.N. and Frances C. Berger Nursing Endowed Scholarship
 Loretta Breyer Nursing Endowed Scholarship
 Edward and Gretchen Cairns Memorial Endowed Scholarship for Nursing
 Mickey Carhart Memorial Scholarship Fund (Real Estate)
 Yvonne E. Chiesi Carteron Nursing Scholarship
 *Desmond Nursing Loan Fund
 *The Donald C. and Elizabeth M. Dickinson Foundation
 MEPN Endowed Nursing Scholarship
 The Brindle Erion Endowed Scholarship
 Fieldstone Foundation Endowed Scholarship (Real Estate)
 *Mary Gresko Nursing Scholarship
 *Ethel M. Horsch Nursing Scholarship
 Jane P. Johnson Endowed Scholarship
 *Manchester Endowment (Nursing)
 Marasco Family Endowed Scholarship (Real Estate)
 *Elizabeth Ann Mottet Nursing Scholarship
 James Orwig, MD Memorial Nursing Endowed Scholarship
 Irene Sabelberg Palmer Scholarship (Nursing)
 Janet A. Rodgers Nursing Endowed Scholarship
 John Ronchetto Memorial Scholarship
 *Donald P. and Darlene V. Shiley MFA Endowment
 Spain Family Scholarship (Religious education)
 *Stallard Family Nursing Scholarship
 Pearl and Natalie Surkin Endowed Nursing Scholarship Fund
 Cathleen K. Wilson, RN, PhD Memorial Scholarship for Leadership in Nursing
 Daniel Woodruff Memorial Scholarship (Real Estate)
 *Special application required.

REGISTRATION POLICIES AND PROCEDURES

Only students who have been officially admitted to USD's graduate degree, certificate, credential, or special programs are permitted to register. Registration takes place only when the student completes and submits all appropriate forms and pays all required tuition and fees. No credit will be granted for courses in which a student is not officially admitted and registered.

REGISTRATION DEADLINES

Students are responsible for adhering to the deadlines for registration, payment, withdrawal, and change of registration listed in the *Academic Calendar*, published in the *Graduate Bulletin*, the *Summer Sessions Bulletin*, the *Intersession Bulletin*, and in registration instructions distributed subsequently.

NEW GRADUATE STUDENTS

All admitted applicants will receive new-student information and registration materials with their letters of acceptance. Although new students are encouraged to meet with a faculty advisor prior to enrollment, they must wait until they receive a letter of admission and pay the Admission Deposit before they can register (Note registration periods in *Academic Calendar*, pages 6-11). Students must observe all deadlines for return of registration materials and payment of fees. All international students must report to the International Student Advisor promptly upon arrival at USD.

CONTINUOUS REGISTRATION

Upon matriculation, students are expected to register every fall and spring semester until all degree requirements have been completed. Some programs have more stringent residency requirements including summer enrollment; consult program descriptions for details.

Exceptions to this policy will be made for students who have been approved for a Leave of Absence (see *Leave of Absence*, page 35). Generally, a Leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students whose programs require continuous registration between the completion of all course work and final submission of the thesis. In these cases, students must continue to register each semester until the degree is completed.

CHANGE OF COURSE REGISTRATION

Students who wish to change their registration must do so on the appropriate form, within the approved time period published in the University bulletins. In the regular fall and spring semesters, courses may be added during the first eight days of class (advisor's signature required) and

may withdraw until the tenth week of the semester. For deadlines during Summer Sessions and Intersession, see the Summer Sessions and Intersession bulletins.

Students who receive any form of financial aid must consult with the administrator of the financial aid program if their registered units drop below the required number of units for continuation of aid.

Students who discontinue class attendance and neglect to withdraw officially from the course are subject to failing the class. Courses dropped before the last day to add a class will not be included on the transcript. Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of "W" (not included in the GPA). After the drop deadline, a grade will be reported for all courses.

Registered students who withdraw from the University (i.e., terminate all courses in progress) must officially drop their courses by filing a *Notice of Withdrawal* form in the Graduate Records Office, Founders Hall 106. The same drop policies and deadlines apply to students who withdraw from the University as for those who drop only one course (see also *Withdrawal from the University*, page 35).

AUDITING

Graduate students in good standing may audit courses. They may attend a class without receiving credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected. Course-auditors are not eligible for credit by examination in the course.

Students interested in auditing must register for the course according to the usual procedures and pay a tuition fee equal to half the standard tuition fee. Students registering for credit have priority over those registering to audit.

CHANGE OF ADDRESS

Students are responsible for informing the Registrar's Office in writing of any change in either their permanent or local address so that they will receive all information vital to their enrollment. Failure to receive instructions due to an incorrect address will not be considered a legitimate reason for a policy exception if the student did not file a *Change of Address* form in the Registrar's Office prior to the mailing of the information.

USD E-MAIL ACCOUNTS FOR GRADUATE STUDENTS

All USD graduate students are required to have a USD e-mail account. The University may conduct official business by sending notices or other information to the student's USD e-mail address. It is the student's responsibility to check regularly his or her account and to respond to any notices or information in a timely manner. Failure

to do so will not be considered a legitimate reason for a policy exception.

CHANGE OF GRADUATE PROGRAM OR EMPHASIS

Students currently enrolled in a graduate program who wish to change to another program or emphasis must seek official approval using one of the following procedures. Students should meet with the director of the graduate program of interest to determine which procedure to follow. The director will review the student's record in light of current admission criteria, applicant pool, and space available. If approved, the student will be subject to the policies and requirements in effect at the beginning of the semester/session of transfer. Students who are currently enrolled in the Preliminary and Professional Clear Teaching credential program may submit a *Petition for Change of Program* form to add the master's degree in Learning and Teaching. The petition must be approved by the School of Education Graduate Admissions Committee and by the School of Education Director of Graduate Programs and forwarded to the Graduate Records Office for processing. Individuals currently enrolled as special (non-degree) students must file a regular admission application described in *Procedure Two* below.

Procedure One: File Petition for Change of Graduate Program or Emphasis

Students must submit a *Petition for Change of Graduate Program or Emphasis* (available in Graduate Records Office and program departments) to the director of the graduate program of interest. Additional documentation may be required by the director. The decision of the director or department will be sent to the Graduate Records Office which will notify the student, original department, and other relevant offices on campus regarding the outcome of the petition.

Procedure Two: File Admission Application with Graduate Admissions Office

Students must submit a regular application form to the Graduate Admissions Office and include any additional or updated credentials that are not currently on file in that office. The application will be handled in the usual manner by the Graduate Admissions Office.

LEAVE OF ABSENCE

An official Leave of Absence is an approved, limited suspension of participation in a graduate program during the fall and/or spring semester (a Leave is not necessary for the January Intersession or the Summer Sessions). A Leave allows students in good academic standing to take time off and return to the University without applying for readmission. However, a Leave does not constitute grounds for an extension of the time limit for degree completion. Under ordinary circumstances, Leaves will be granted for up to

one calendar year. Students who fail to return (or obtain permission to extend their Leave at the end of the approved term) and who later wish to return to the program, will be required to reapply for admission under the admission and program requirements in effect at the later date. Generally a Leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students who have completed all course work and are working on a thesis. Students on academic probation normally are not eligible for a Leave.

Because students are not registered during a Leave, they may not be eligible for the campus privileges for which a current ID card is necessary. Financial aid and international student visas are typically suspended for students on Leave of Absence. In addition, the Leave may trigger the beginning of the loan repayment period for students with loan deferments.

Students should petition for a Leave prior to the requested leave period. Students who find it necessary to discontinue enrollment during a term may also petition for a Leave. In addition, however, they must officially withdraw from their courses by submitting a *Notice of Withdrawal* form in the Graduate Records Office within the approved deadline.

Students may pick up a *Petition for Leave of Absence* form from the Graduate Records Office, Founders Hall 106. It must be approved by the student's advisor and program director/coordinator and be submitted to the Graduate Records Office for final processing. International students who find it necessary to file a leave before the current semester ends must complete a *Leave of Absence/Withdrawal* form and have it signed by an authorized representative of the Office of International Services. This office is located at the Hahn University Center 132. The *Leave of Absence* form must be presented to the Graduate Records Office approved by their program advisor and director or dean of the College/School before departing the University.

WITHDRAWAL FROM THE UNIVERSITY

Students who terminate their enrollment in a graduate program must file an official *Notice of Withdrawal* with the Graduate Records Office, Founders Hall 106. If they are currently registered for courses, students must withdraw prior to the deadline to withdraw from classes (see *Academic Calendar*, pages 6-11; see also *Refund Policy*, page 31). Courses dropped on or before the deadline will receive a grade of "W" (not included in the GPA). Filing a *Notice of Withdrawal* after the deadline will make the withdrawal effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment after the withdrawal deadline due to a documented emergency may petition the Graduate Records Office for an exception to this policy; however, the petition must be filed prior to the last day of classes and is subject to review. International students must follow the same procedures and in addition, obtain

clearance from the Office of International Services located in the Hahn University Center 132.

TRANSFER OF GRADUATE CREDIT

Students may petition to transfer credit from another university under the following conditions. It is recommended that students petition during their first semester in order to plan their academic program accurately (exception: PhD, see page 173). Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking course work outside USD if they plan to transfer it into a degree program. Students may petition the dean of the College/School in which the program resides for an exception to the following regulations, but should do so only after consulting with the advisor and director/coordinator of the graduate program, whose recommendations must appear on the *Petition for Transfer of Graduate Credit*.

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the program director/coordinator.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD's semester credit system rounded down to the nearest full or half unit (multiply the number of quarter hours by .67 and round down). For example, 4 quarter-hours $\times .67 = 2.68$ which will be recorded as 2.5 USD semester-hour units). It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.
10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation/disqualification review.

11. See table below for the maximum number of non-USD credits allowed:

Maximum Number of Semester Units Transferable	Program
6	IMBA and MBA
6	30-44 unit Master's
9	45-53 unit Master's
12	54-60 unit Doctorate

No exception to these limits will be made without the explicit written permission of the dean of the program's College/School.

PROCEDURE FOR TRANSFER OF CREDIT

Courses Taken Prior to Enrollment at USD

The student should discuss the possibility of credit transfer with the advisor and program director/coordinator. Any exceptions to transfer credit policies must also have the approval of the dean of the program's College/School. The student should secure the appropriate signatures on the *Petition for Transfer of Graduate Credit* and submit it to the Graduate Records Office. The student must also request that an official transcript of the course be sent to the Graduate Records Office if the transcript was not included among the admission documents. When both the petition and transcript are on file they will be reviewed in the Graduate Records Office for conformity to USD policies.

Courses Taken After Enrollment at USD

USD students planning to take a degree requirement or elective at another university must process the transfer petition as described above prior to taking the course. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Graduate Records Office. A grade of "B" or better is required in order to receive credit (units only) when transferring a course from another institution. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average. After the petition and transcript are on file they will be reviewed by the Graduate Records Office for conformity to USD policies.

WAIVER OF REQUIREMENTS

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the number of required credit hours remains the same. Consequently, students must enroll in approved course work to make up the difference in the total number of units required. USD has discretion to approve or deny course waivers based on the content of the course and when or where it was taken.

There are two exceptions to this policy. The 45-48 unit Nurse Practitioner master's programs allow students to waive up to 9 units and the other Nursing master's programs (39-42

units) allow up to 6 units. Students enrolled in the School of Business Administration should contact the Director of Graduate Programs for waiver information. In all of these cases students must earn at least 30 units through USD.

COMPLETION OF DEGREE REQUIREMENTS - THE PETITION TO GRADUATE

In order to be cleared for degree completion, students must file a *Petition to Graduate* in the Graduate Records Office by the deadlines outlined in the *Academic Calendar* in the front of this *Bulletin*. There are three graduation dates: January 31, May, and August 31. The effective degree date for students who complete their program requirements by the posted deadline for the fall semester and Intersession will be January 31. Those who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the summer will have their degree recorded in their transcript effective August 31. Deadlines for defense and submission of theses and dissertations are also listed in the *Calendar* and must be observed.

PARTICIPATION IN COMMENCEMENT CEREMONIES

Commencement participation and program listing at the annual May ceremony are limited to graduates who have completed the degree in the previous summer, fall, or Intersession and to May candidates who met the graduation petition deadline and have completed all work for the degree prior to Commencement. Please note the following exception:

Graduate students scheduled to receive their degree in the following August who have 9 units or fewer of remaining work may participate if their work falls in the category of course work, portfolio, practicum/fieldwork/student teaching, or internship. Such August graduates must take the remaining summer work at USD and they must register and pay for their remaining units in the Special Sessions Office, Founders Hall 108, by May 1.

Students scheduled to graduate in August whose remaining program requirements include any of the following will *not* be allowed to participate in the preceding May Commencement: foreign language or comprehensive exam; final project or integration paper; master's thesis; or doctoral dissertation. August graduates whose work falls into the latter categories and all students who finish in the subsequent fall semester and January Intersession may participate in Commencement the following May, at which time their names will be listed in the program.

In every case, all necessary papers and petitions must be filed prior to the deadlines specified in the *Academic Calendar* (see pages 6-11).

TRANSCRIPTS, ACADEMIC RECORDS, AND DIPLOMAS

The transcript is the official, chronological record of the student's credit and grades. It is maintained and distributed by the Registrar in Founders Hall 113. Students may request official copies of their transcripts for a fee of \$5. Requests for transcripts must be made in writing to the Registrar.

The *Academic Record* (AR) is a list of requirements for each student's major and the courses that have been taken to meet the requirements. It is designed to keep students updated on their academic progress and to let them know if waived or transferred courses have been approved and processed. Students may request copies of their *Academic Record* from the Registrar's Office. There is no fee for this document.

The diploma is issued by the Graduate Records Office to students who have petitioned to graduate and have been cleared for degree completion by the program, by the Graduate Records Office, and by other pertinent offices on campus. Students may pick up their diplomas the week after the annual Commencement Ceremony in May or request that the diploma be sent to them after the term in which they complete their requirements. Diplomas for January and August graduates will be ordered at the end of the month of their respective terms (e.g., January 31 and August 31) and only after final requirements have been submitted. Additionally, students must be cleared to graduate by their program directors.

Note: Transcripts and diplomas will not be released to students who have an outstanding balance with Student Accounts.

ACADEMIC REGULATIONS

By completing the registration process, the student acknowledges the academic regulations of the University, accepts them, and pledges to abide by them.

Most USD graduate courses are offered during the late afternoon and early evening hours, although course schedules vary by department and school to accommodate student needs. A list of courses offered and their days and times is available on the USD Web site. In addition, day and evening graduate classes may be available during the three-week January Intercession and the Summer Sessions. Students should consult the Summer Sessions and Intercession bulletins for scheduling information.

INTEGRITY OF SCHOLARSHIP

The University of San Diego is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the University has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access to an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of dishonesty can lead to penalties in a course such as reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

Because of the seriousness of academic dishonesty, further penalties at the level of the University community may be applied; such penalties include but are not limited to probation, a letter of censure, suspension, or expulsion. Copies of the full policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, and academic deans, and in the *USD Policies and Procedures Manual*. Instructors also explain other specific expectations regarding academic integrity in their classes.

CREDIT AND GRADING SYSTEM

At the end of each semester or session, a graduate student's grade and credit in semester-hours for each course taken is recorded on the transcript and the grade report, accessible through the UNET account. A final grade of less than "C-" is not acceptable, and the courses in which the grade was earned will not count toward the graduate degree (see *Repetition of Courses*, page 39). Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall Grade Point Average in their program.

GRADE POINT AVERAGE (GPA)

The grade point average is computed by first multiplying the number of units for each course under consideration by the number of grade points assigned to the grade received for the course; the total number of grade points earned in the period is then divided by the total number of applicable units attempted. Grade points and attempted credit units for courses with a grade of Incomplete or "I" (unless the deadline for completion has passed), "Pass," or "W" are not included in the GPA calculation.

Grade points are assigned as follows: "A" = 4.0; "A-" = 3.67; "B+" = 3.33; "B" = 3.00; "B-" = 2.67; "C+" = 2.33; "C" = 2.00; "C-" = 1.67; "D+" = 1.33; "D" = 1.00; "D-" = 0.67; "F" = 0.00. No additional points are awarded for an "A+."

GRADE OF INCOMPLETE

The grade of Incomplete ("I") may be recorded to indicate:

- that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and,
- that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline.

It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an Incomplete grade prior to the posting of final grades. The Incomplete grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the *Petition for Grade of Incomplete*. The form must be submitted to the Registrar's Office with the final grade roster. Students who receive a grade of Incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F". This applies only to regular class work. Students completing thesis or dissertation

requirements for graduation must submit proof of completion prior to petitioned degree date. Examples of acceptable proof are original bindery receipts or original final manuscript.

Students receiving financial aid should be aware that taking an incomplete grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year.

PASS/FAIL GRADING

Graduate students may not elect the Pass/Fail grade for regularly graded courses. A grade of Pass or Fail is assigned, however, in specifically designated courses. A grade of "C-" or better is required for a grade of "Pass." For a "Pass," credit is awarded, but units do not enter into the computation of the GPA. A "Fail" grade will be computed as a grade of "F".

Graduate students who take a course in the USD School of Law will have the grade converted automatically to Pass or Fail on the graduate transcript.

REPETITION OF COURSES

A student who has earned a grade of "D" or "F" in a course may be allowed to repeat the course. If allowed, it may be repeated one time only. The higher grade of the two earned will be calculated in the student's cumulative grade point average, although both grades will remain on the transcript. Students may not take the repeated course at another institution without the permission of the program area dean.

Students are allowed to repeat only one course during their enrollment in a graduate program at USD (exception: two courses in the MBA and IMBA programs). Within some programs, specific required courses are not approved for repetition (see appropriate program section). A student who fails such a course will not be permitted to continue in the program.

Students who earn a grade other than "D" or "F", but that is defined as unacceptable in a specific course or program, may also repeat the course in question as outlined above.

ACADEMIC PROBATION AND DISQUALIFICATION

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and cumulative Grade Point Average (GPA) that is required by their program. Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average required in their program. The following GPA minimums are calculated on a 4.00 scale:

College of Arts and Sciences	
MA, MFA, MS	3.00
School of Business Administration	
MBA, IMBA, MAFM, MSEL, MSGL,	
MSIT, MSRE, MS-SCM	3.00

School of Education

EdD, MA, MEd, MAT, Credentials	3.00
School of Nursing and Health Science	
MSN, MEPN, Credential	3.00
PhD	3.50

Any student who has completed at least 6 units of course work and whose cumulative USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for his/her next 6 units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Students who wish to appeal their disqualification must do so in writing to the dean of the College or School in which their program resides within 10 calendar days of receiving such notice.

APPLICABILITY OF NEW ACADEMIC REQUIREMENTS

Changes in academic requirements subsequent to publication of this *Bulletin* are not applicable to graduate students already enrolled at the University of San Diego, although students who so choose may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

When a Department or School deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course. If new requirements are favorable to the student, the University may make them immediately applicable, unless the student objects.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

Please see program descriptions for additional requirements.

UNIT REQUIREMENTS

The master's programs offered at the University of San Diego vary in length (minimum 30 semester units). Although some programs require full-time enrollment, most allow students to attend on a part-time basis.

LIMITATION OF TIME

All requirements for the master's degree, including the thesis where required, must be completed within six years of matriculation.

FOREIGN LANGUAGE REQUIREMENT

Proficiency in a relevant foreign language, although not a general requirement of all graduate programs, is required by some programs.

Students in the School of Education seeking to obtain a Multiple Subject credential with a BCLAD emphasis must pass a Spanish proficiency examination and cultural awareness index.

Students in the International Master of Business Administration program are required to demonstrate oral competence in one language other than English. Evidence of completion of fulfilling language requirement must be submitted to the Graduate Records Office prior to petitioning to graduate. Competence is defined as a score of "mid-Intermediate" on the ACTFL Scale (or equivalent).

International students in graduate programs which include a foreign language requirement must satisfy that requirement with a language other than English. A student may show competence through examination in the native language, if that language is relevant to the student's discipline and if the language is approved by the graduate program director.

COMPREHENSIVE AND ORAL EXAMINATIONS

A written comprehensive examination and/or an oral examination including a thesis defense may be required, depending on the program. Students should consult the degree requirements in the relevant program description in this *Bulletin*, and they should consult with the relevant graduate program director regarding details and petition deadlines.

THESIS

Where required by the department or program, the student must submit a thesis of original content or interpretation, testifying to scholarly research, presented in acceptable style, and adhering to copyright law and to the regulations pertaining to the use of human and/or animal subjects. The course designations for thesis and number of units required are specified in the relevant program descriptions. Once course work is completed, the student must register for thesis credit each semester until completion of the degree. Students at this stage ordinarily are not eligible for a Leave of Absence.

The thesis must be completed, approved, and submitted to the Graduate Records Office, Founders Hall, Room 106, within two years after the first registration for thesis units.

Detailed instructions for the preparation and submission of the master's thesis are presented in a pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis*, available for sale in the University bookstore. The deadlines for submitting the approved and final copies of the thesis are listed in the *Academic Calendar* at the beginning of this *Bulletin*. Students who fail to submit the thesis by the published deadline will not be eligible for graduation in the then current term. If the thesis is submitted prior to the eighth day of the next semester, the student will not be required to register for thesis supervision and will be eligible to petition for graduation in the subsequent term (also see *Access to Theses and Dissertations*, page 41).

GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREE

Please see program descriptions for additional requirements.

UNIT REQUIREMENTS

The doctoral programs offered at the University of San Diego vary in length (minimum 48 semester units). They build upon professional experience and prior academic work done at the master's level.

RESIDENCY REQUIREMENT

Although USD's doctoral programs are designed primarily for persons employed full-time, the University still considers that a limited period of intensive study is essential for a meaningful and rigorous educational program. See individual program descriptions for options to meeting this requirement.

QUALIFYING EXAMINATIONS, ADMISSION TO CANDIDACY, AND TIME LIMITATIONS

Refer to individual program descriptions.

DISSERTATION

Students in USD's doctoral programs must complete a dissertation of scholarly quality, demonstrating their ability to conduct original research and to report findings with complete documentation and presentation of data and adherence to copyright law and to the regulations pertaining to the use of human and/or animal subjects. Specific dissertation requirements are set out in the program descriptions in this *Bulletin* and in the *Doctoral Handbook* of each School. Deadlines for the defense and submission of the dissertation are included in the *Academic Calendar* at the beginning of this *Bulletin*.

After completing all course work and the required 9 units of dissertation credit, students must continue to register for dissertation credit in each fall and spring semester to maintain candidacy until the dissertation is completed and has been successfully defended, approved, and submitted to the Graduate Records Office. Students at this stage ordinarily are not eligible to take a Leave of Absence.

The deadlines for submitting the approved and final copies of the dissertation are listed in the *Academic Calendar* in this *Bulletin*. Students who fail to submit the dissertation by the published deadline will not be eligible for graduation in the then current term. If the dissertation is submitted prior to the eighth day of the next semester, the student will not be required to register for dissertation supervision and will be eligible to petition for graduation in the subsequent term.

ACCESS TO THESES AND DISSERTATIONS

Copies of accepted theses and dissertations by USD students are incorporated into the Copley Library collection and are registered in the Library's catalog as well as a national bibliographic database. Theses and dissertations are then accessible to the general public through circulation and interlibrary loan procedures.

College of Arts and Sciences



PROGRAMS

Master of Fine Arts in Dramatic Arts	44
Master of Arts in History	47
Master of Arts in International Relations	51
Master of Science in Marine Science	55
Master of Arts in Pastoral Care and Counseling	60
Master of Arts in Peace and Justice Studies	65
Master of Arts in Practical Theology	68

MISSION STATEMENT

Graduate study in the College of Arts and Sciences builds on the most current scholarship and training to awaken the imagination of students and prepare them for service to society.

Offering small classes that foster the pursuit of knowledge, the College develops the students' talents, refines research skills, encourages a love of learning, and promotes a spirit of leadership.

ADMINISTRATION AND FACULTY

Patrick F. Drinan, PhD
Dean

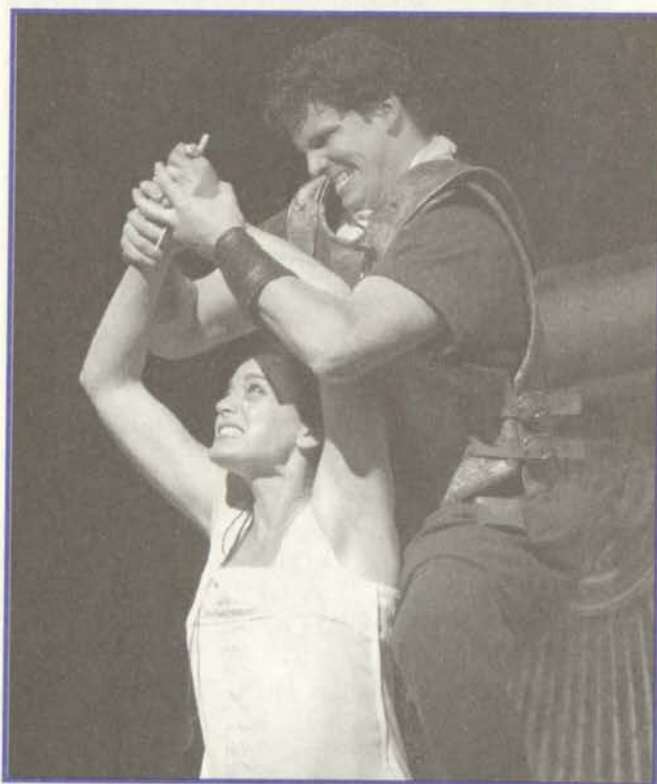
James O. Gump, PhD
Associate Dean

Pauline Berryman, MA
Assistant Dean

María Pilar Aquino, STD
Frederick I. Archer, PhD
Michel A. Boudrias, PhD
Ann B. Bowles, PhD
Eren Branch, PhD
Maria Carrera
Cynthia Caywood, PhD
Ellen Colangelo, PhD
Joseph Colombo, PhD
Helen deLaurentis, PhD
Delavan J. Dickson, PhD
Mark A. Drawbridge, MS
Kathleen Dugan, PhD
Emily Edmonds-Poli, PhD
Hugh I. Ellis, PhD
Iris H. W. Engstrand, PhD
Sabin Epstein
Orlando Espín, ThD
Colin Fisher, PhD
Robert Fleming, MFA
Russell Fuller, PhD
Gerhard Gessner
Florence Gillman, PhD, STD
Jan Gist, MFA
Michael J. Gonzalez, PhD
Sarah C. Gray, PhD
James O. Gump, PhD

Michael G. Hinton, PhD
Peter Kanelos, PhD
Ronald S. Kaufmann, PhD
Colleen Kelly, MFA
Evelyn Kirkley, PhD
Dennis Krouse, STD
N. Chin Lai, PhD
Virginia Lewis, PhD
Mary Sue Lowery, PhD
Gary Macy, PhD
Molly A. McClain, PhD
Vidya Nadkarni, PhD
Lance Nelson, PhD
Noelle Norton, PhD
Lee Ann Otto, PhD
Ronald Pachence, PhD
Maria Pascuzzi, STD
Michael Pfau, PhD
Patricia Plovovich, PhD
Norbert Rigali, SJ, PhD
Fred Miller Robinson, PhD
Steven E. Schoenherr, PhD
Richard Seer, MFA
Kenneth Serbin, PhD
David Shirk, PhD
Kathryn Statler, PhD
Anne A. Sturz, PhD
James L. Sumich, PhD
Yi Sun, PhD
Karma Lekshe Tsomo, PhD
Russell D. Vetter, PhD
Mike Williams, PhD
Randy Willoughby, PhD
Zhi-Yong Yin, PhD
Alberto Zirino, PhD

MASTER OF FINE ARTS IN DRAMATIC ARTS



Richard Seer, MFA, Program Director; Acting
 Eren Branch, PhD, Chair, USD English Department
 Jack O'Brien, Old Globe Artistic Director
 Craig Noel, Old Globe Executive Director
 Maria Carrera, Alexander Technique
 Cynthia Caywood, PhD, Restoration Drama
 Sabin Epstein, Acting
 Robert Fleming, MFA, Singing
 Gerhard Gessner, Yoga
 Jan Gist, MFA, Voice and Speech
 Peter Kanelos, PhD, Renaissance Drama
 Colleen Kelly, MFA, Movement
 Fred Miller Robinson, PhD, Modern Drama

Photo left: Sara Surrey and Ross Hellwig (MFA '05) in the Globe's production of Antony and Cleopatra directed by Darko Tresnjak. Photo by Craig Schwartz.

MASTER OF FINE ARTS IN DRAMATIC ARTS

The artistic staff of The Old Globe, long involved in educating, training, and developing actors, has joined with the University of San Diego to create a program specifically addressed to the minds as well as the voices and bodies of aspiring actors. This program provides the classical skills and the rigorous literary grounding that classical drama requires, thereby meeting the needs not only of The Old Globe, but also of classical theater nationwide.

Students participating in this two-year, 60-unit program fulfill the academic portion of their study at the University of San Diego under the direction of the Department of English, and their practical theatrical work at The Old Globe under the supervision of Globe staff.

This is a highly selective program, usually limited to seven new admissions per year. For additional information, please visit www.globemfa.org.

REQUIREMENTS FOR THE DEGREE

Students are expected to complete the 60 units of graduate work for this degree in two consecutive years, according to the following schedule. All courses carry 3 units of credit.

First Year - Fall Semester

THEA 501 - Text and Context: Modern Drama
 THEA 511 - Movement I
 THEA 521 - Acting I
 THEA 541 - Voice and Speech I

First Year - Intersession

THEA 506 - Graduate Colloquium

First Year - Spring Semester

THEA 502 - Text and Context: Renaissance Drama
 THEA 512 - Movement II
 THEA 522 - Acting II
 THEA 542 - Voice and Speech II

Second Year - Summer

THEA 531 - Globe Production I

Second Year - Fall Semester

THEA 503 - Text and Context: Classical Drama
 THEA 513 - Movement III
 THEA 523 - Acting III
 THEA 543 - Voice and Speech III

Second Year - Spring Semester

THEA 514 – Movement IV
THEA 524 – Acting IV
THEA 544 – Voice and Speech IV
THEA 595 – Thesis Project

Second Year - Summer

THEA 532 – Globe Production II
THEA 533 – Globe Production III

Courses will be taken either at The Old Globe or at USD, under the supervision of the Director of the program with the advice and consent of the Oversight Committee for the MFA program. Periodic evaluations, apart from the normal grading process, will help determine the advisability of students' continuing in the program.

COURSES

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

THEA 501 [ENGL 281] Text and Context: Modern Drama (3)

A survey course in drama from Ibsen to the present. Provides students with a reading background in the period as a context for their Winter and/or Spring productions.

THEA 502 [ENGL 212] Text and Context: Renaissance Drama (3)

A study of the cultural background of the English Renaissance, with an emphasis upon the works of William Shakespeare. Readings in the drama of the period may be supplemented by social/political/artistic material.

THEA 503 [ENGL 213] Text and Context: Classical Drama (3)

A study of the cultural background of a specific "cultural" period – e.g., Greek or Roman, Renaissance, Restoration, and eighteenth century. Readings in the drama of the period may be supplemented by social/historical/political/artistic material.

THEA 506 [ENGL 280] Graduate Colloquium (3)

Workshop exploring the particular skills required to perform a chosen genre of dramatic literature. The theatrical genres and skills studied vary from year to year.

THEA 511 [ENGL 285A] Movement I (3)

Movement disciplines explored might include: yoga; Alexander technique; ballet; modern dance; and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 512 [ENGL 285B] Movement II (3)

Movement disciplines explored might include: yoga; Alexander technique; ballet; modern dance; and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 513 [ENGL 285C] Movement III (3)

Movement disciplines explored might include: yoga; Alexander technique; ballet; modern dance; and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

THEA 514 [ENGL 285D] Movement IV (3)

Movement disciplines explored might include: yoga; Alexander technique; ballet; modern dance; and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	January 15
MINIMUM GRADE POINT AVERAGE	None
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSE WORK	None
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Audition/Interview

THEA 521 [ENGL 286A] Acting I (3)

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 522 [ENGL 286B] Acting II (3)

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 523 [ENGL 286C] Acting III (3)

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 524 [ENGL 286D] Acting IV (3)

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

THEA 531 [ENGL 297A] Globe Production I (3)

Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is Pass/Fail.

THEA 532 [ENGL 297B] Globe Production II (3)

Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is Pass/Fail.

THEA 533 [ENGL 297C] Globe Production III (3)

Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at The Old Globe Theatre. This course is Pass/Fail.

THEA 541 [ENGL 298A] Voice and Speech I (3)

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription, and dialects. Continues over the duration of the program.

THEA 542 [ENGL 298B] Voice and Speech II (3)

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription, and dialects. Continues over the duration of the program.

THEA 543 [ENGL 298C] Voice and Speech III (3)

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription, and dialects. Continues over the duration of the program.

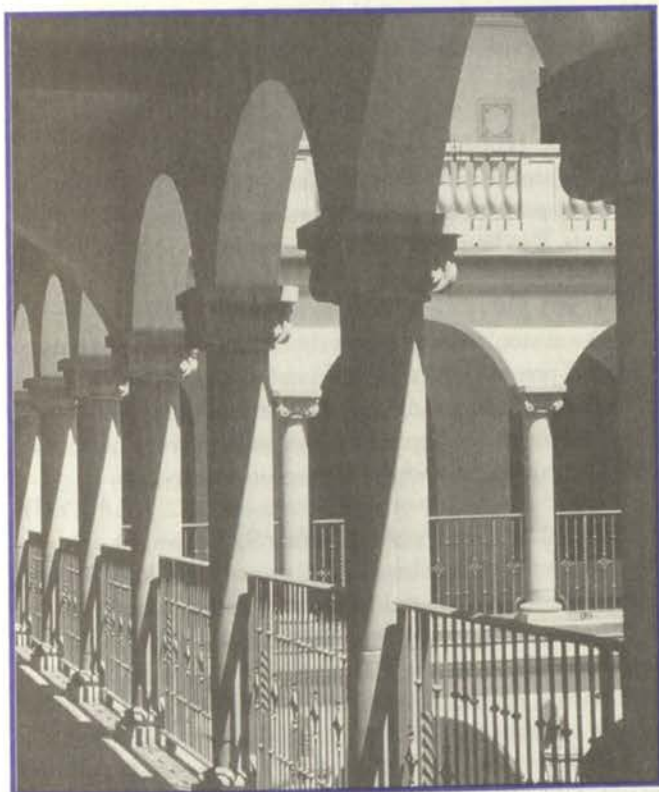
THEA 544 [ENGL 298D] Voice and Speech IV (3)

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription, and dialects. Continues over the duration of the program.

THEA 595 [ENGL 215A] Text and Context: Thesis Project (3)

Independent study with a faculty member in preparation for the program thesis, a solo performance piece. Includes research, consultation, and rehearsal work.

MASTER OF ARTS IN HISTORY



MASTER OF ARTS IN HISTORY

The Department of History at the University of San Diego offers graduate-level preparation for careers in teaching, public history, and historic preservation. The historian has traditionally been a generalist, schooled in the humanistic disciplines and accomplished in the skills of research and writing. In the modern world, however, many government, business, and educational agencies employ historians who have had training in specific areas of specialized historical research. Therefore, the graduate program in history at the University of San Diego combines the humanistic tradition with specific professional training and practice in the art of problem-solving.

PROGRAM OPTIONS

Before registering, students are required to schedule an advising appointment with the Graduate Program Director in History. In consultation with the Director, students will work out a program of study.

Students may choose to study the history of the United States, Europe, Latin America, and Africa, all appropriate fields for those interested in becoming teachers of history or in continuing on to doctoral work in history. This program is also recommended to qualified students who wish to broaden their educational background or want to prepare for a career in law or business.

Michael J. Gonzalez, Graduate Program Director,
Associate Professor

PhD, University of California, Berkeley

Iris H. W. Engstrand, Professor

PhD, University of Southern California

Colin Fisher, Assistant Professor

PhD, University of California, Irvine

James O. Gump, Professor

PhD, University of Nebraska

Molly A. McClain, Associate Professor

PhD, Yale University

Steven E. Schoenherr, Professor

PhD, University of Delaware

Kenneth Serbin, Associate Professor

PhD, University of California, San Diego

Kathryn Statler, Assistant Professor

PhD, University of California, Santa Barbara

Yi Sun, Associate Professor

PhD, Washington State University

Certain courses are also offered in Public History. This is an exciting field, encompassing many areas of non-academic history: government and urban planning; policy analysis and research; business archives and records management; and the production of historical documentaries in television, radio, and films. Training in this field combines a sound historical background with skills in demand by business and government: the ability to do thorough research and analyze complex problems under tight deadlines; the ability to write clearly and precisely; and the ability to bring an historical perspective to a current problem. Training in this field prepares students for employment as museum staff members, urban planners, research analysts for state legislators, assistants to mayors or city managers, public information officers, or corporate information specialists.

THESIS

Candidates for the master's degree in history must write a thesis showing proficiency in research, independent thought, and expression, or they must produce a videotaped program or other media production. The thesis topic is to be approved by a faculty committee of at least two USD history department members. Following approval of the thesis topic by the faculty, students will enroll in History 563 – Thesis Writing. Upon satisfactory completion of History 563, students must register for History 564 – Thesis, until the 3-unit

requirement is met and the thesis is completed. If students have not completed the thesis by the time all required courses are completed (including 3 units of HIST 564), they must continue to register for one-half (0.5) unit of thesis each semester (excluding summer and Intersession) until the thesis is completed and accepted.

A pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis* is available for sale in the University Bookstore (see also *Thesis*, on page 40).

REQUIREMENTS FOR THE DEGREE

Teaching and Public History (30 units)

- Core Seminar, HIST 500 (taken during the first semester) (3)
- Public History Seminar, HIST 502 (taken before the internship) (3)
- Teaching Seminar, HIST 501 (3)
- Elective History courses (12 units, to include a maximum of 6 units of USD undergraduate upper-division courses) (12)
- Internship, HIST 598. One semester working in an approved local business or government agency with a final written report. The nature of the project will be defined in advance by the agency and the student's faculty advisor. (3)
- Thesis Writing, HIST 563 (3)
- Thesis, HIST 595 (3)
- Foreign language or computer/media proficiency (if warranted by research topic; consult advisor)

GRADUATE COURSES AND SEMINARS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

HIST 500 [200A] Core Seminar in History (3)

Required for all MA candidates in history. An examination of prominent historical methodologies and research methods. Readings, papers, intensive discussion.

HIST 501 [201] Teaching Seminar (3)

Discussion of teaching methods, evaluation of course content, preparation of audio-visual materials, and oral presentations simulating actual classroom lectures. Essential for those preparing to become teachers or continuing the pursuit of graduate degrees in history.

HIST 502 [200B] Public History Seminar (3)

History of technology as well as artifact conservation, historic preservation, and museum techniques including registration and cataloging, interpretation, and exhibit strategies. The course will also include such topics as fundraising, education and outreach, and the role of museums in communities.

HIST 503 [202] Issues in Historiography (3)

An in-depth examination of prominent historians and major issues in ancient, medieval, and modern historiography; also includes philosophy of history. Topics may vary.

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring, Summer
APPLICATION DEADLINES	See page 27
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale) in the last 50% of baccalaureate and all post-baccalaureate course work
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test only
REQUIRED COURSE WORK	Some undergraduate course work recommended in American Civilization or Western Civilization; methods in research and writing; computer literacy or statistics.
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Bachelor's degree in history or a related discipline

HIST 508 [208A] Historic Sites Archaeology I (3)

A continuing program in archaeology through field excavations or laboratory research. The program is interdisciplinary in nature. Course limited to one semester. Prerequisite: Permission of instructor.

HIST 509 [208B] Historic Sites Archaeology II (3)

A continuing program in archaeology through field excavations or laboratory research. The program is interdisciplinary in nature. Course limited to one semester. Prerequisite: Permission of instructor.

HIST 521 [221] Medieval Europe I (3)

An examination of the political, social, economic, and cultural foundations of Western civilization. Topics will include representative institutions and social interaction during the Middle Ages.

HIST 522 [222] Medieval Europe II (3)

An examination of the political, social, economic, and cultural foundations of Western civilization. Topics will include representative institutions and social interaction during the Middle Ages.

HIST 533 [233] Early Modern Europe (3)

An analysis of European moods, movements, and people from the sixteenth through the eighteenth centuries. Special attention will be given to the processes contributing to the Enlightenment and the French Revolution.

HIST 546 [246] Modern Europe (3)

An examination of major themes in nineteenth and twentieth century Europe. Topics include romanticism, liberalism, socialism, the industrial revolution, nationalism, imperialism, origins of WWI and WWII, total war, the Cold War, and globalism.

HIST 561 [261] Mexico and Latin America (3)

Studies of various themes in Mexican and Latin American history, including colonial settlement, the missionary frontier, Indian legislation, wars for independence, socioeconomic change in the modern era, and United States-Latin American relations.

HIST 563 [263] Thesis Writing (3)

Introduction to thesis writing. Required for all MA candidates in history as prerequisite to History 595 – Thesis. Emphasis on composition techniques, acceptable forms of scholarly writing, and development of argument. All students will produce a substantial portion of the thesis in this class.

HIST 570 [270] American Environmental History (3)

Examination of the ways people in America have perceived, used, and changed American environments from

the pre-Columbian era to the present. Readings in ecological change, human ideas and uses of nature, history of conservation, and environmental policy. No science background required.

HIST 571 [271] U.S. History I (3)

An examination of different political, social, intellectual, and cultural themes or topics in American history, such as colonization and settlement, business and urban history, progressivism and reform, and twentieth-century technology, media, and consumerism.

HIST 572 [272] U.S. History II (3)

An examination of different political, social, intellectual, and cultural themes or topics in American history, such as colonization and settlement, business and urban history, progressivism and reform, and twentieth-century technology, media, and consumerism.

HIST 575 [275] Local and Public History (3)

Studies of themes and problems in American local and public history. Topics include historic preservation, historical society and museum management, oral history, and historical editing.

HIST 580 [280] Western America (3)

Studies in the discovery, exploration, and settlement of the Trans-Mississippi West. Analysis and interpretation of the role of the American Indian, trading, mining, aridity, and the U.S. Army in shaping the history of the region.

HIST 583 [283] Chicano History (3)

An examination of the people of Mexican origin who inhabit the United States. Among other things, the class will focus on immigration, bi-culturalism, and relations between Mexico and the United States.

HIST 589 [289] California (3)

An examination of political, economic, and cultural themes in the history of California from its discovery to the late twentieth century. Special emphasis will be given to Spanish and Mexican cultural contributions, the role of San Diego, and urbanization in the modern period.

HIST 591 [291] Topics in African History (3)

A critical analysis of themes in the African historical experience, focusing on the period after 1500. Topics will include the South African dilemma, the slave trade and slavery, and the colonial legacy.

HIST 592 [292] Topics in Asian History (3)

A critical study in issues related to East Asia, including China's relations with the United States, Soviet Union, and the Third World, colonialism and indepen-

dence in South and Southeast Asia, and Japan's emergence as a global economic power.

HIST 595 [264] Thesis (1-3)

May be repeated. Thesis must be complete and submitted before credit is given. Prerequisite: HIST 563.

HIST 598 [297] Internship (3)

See Department Advisors responsible for assignments of internships.

HIST 599 [299] Independent Study (1-3)

Consult Department Chair for guidelines.

UNDERGRADUATE COURSES

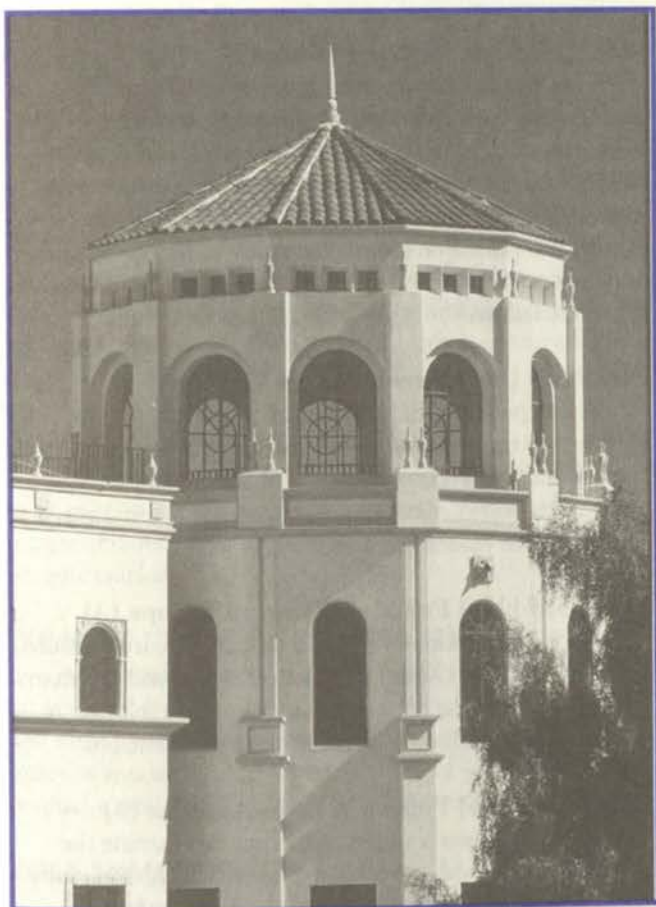
A maximum of 6 undergraduate units may be applied to the graduate program.

See the current *Undergraduate Bulletin* for course descriptions.

- HIST 310 – The Ancient World (3)
- HIST 311 – Greek Civilization (3)
- HIST 312 – Roman Civilization (3)
- HIST 321 – Origins of Medieval Europe (3)
- HIST 322 – Later Medieval Europe (3)
- HIST 331 – Renaissance and Reformation (3)
- HIST 333 – Europe 1600-1800 (3)
- HIST 340 – World War I (3)
- HIST 341 – World War II (3)
- HIST 345 – Topics in Military History (3)
- HIST 346 – Topics in Medieval and Early Modern Europe (3)
- HIST 347 – Topics in Modern Europe (3)
- HIST 348 – Modern France (3)
- HIST 350 – History of the British Isles (3)
- HIST 351 – Modern Britain (3)
- HIST 352 – The British Empire (3)
- HIST 353 – Spain to 1820 (3)
- HIST 354 – Modern Spain (3)
- HIST 355 – Imperial Russia (3)
- HIST 356 – Russia Since 1917 (3)
- HIST 357 – Topics in Russian and East European History (3)
- HIST 358 – Topics in Modern World History (3)
- HIST 359 – Modern Middle East (3)
- HIST 360 – Colonial Latin America (3)
- HIST 361 – Modern Latin America (3)
- HIST 362 – Topics in Latin American History (3)
- HIST 363 – History of Brazil (3)
- HIST 364 – Topics in Asian History (3)
- HIST 365 – History of China (3)
- HIST 366 – History of Japan (3)
- HIST 368 – History of Africa (3)
- HIST 369 – Issues in Modern Africa (3)
- HIST 370 – American Environmental History (3)

- HIST 371 – Topics in Early American History (3)
- HIST 373 – Armed Conflict in American Society (3)
- HIST 374 – Civil War and Reconstruction (3)
- HIST 375 – Topics in Modern American History (3)
- HIST 376 – United States Foreign Relations to 1914 (3)
- HIST 377 – United States Foreign Relations from 1914 (3)
- HIST 378 – Topics in United States Intellectual and Social History (3)
- HIST 379 – Topics in United States Mass Media History (3)
- HIST 380 – History of the American West (3)
- HIST 381 – American Indian History (3)
- HIST 382 – The Spanish Borderlands (3)
- HIST 383 – Chicano History (3)
- HIST 384 – History of Mexico (3)
- HIST 386 – The Pacific Ocean in History (3)
- HIST 387 – History of Baja California (3)
- HIST 389 – California History (3)

MASTER OF ARTS IN INTERNATIONAL RELATIONS



MASTER OF ARTS IN INTERNATIONAL RELATIONS

The Master of Arts Program in International Relations (MAIR) offers a 30-unit curriculum of comparative politics and international affairs. The program is supervised by the political science faculty, and eight of the 10 courses required for the program involve seminars in that department. The two remaining courses are selected by the student, upon advisor approval, from internationally-oriented courses in the fields of business, economics, law, ethics, world religions, literature in a foreign language, history and/or political science. Full-time students can complete the program comfortably in about 16 months; part-time students choose any pace that allows completion of the program within six years. Seven to eight courses are offered in six-week modules, with classes running two evenings per week, each calendar year. In addition, two to four 14-week courses are offered on the semester schedule, with classes running one evening per week, each semester. Altogether, a minimum of 10 seminars are offered each calendar year.

The goals of the program are to allow students to pursue an advanced understanding of world politics and to enhance their career options, particularly in international

Randy Willoughby, PhD, Chair, Professor; Politics in Europe, International Security

Vidya Nadkarni, PhD, Graduate Advisor, Associate Professor; American Foreign Policy, Politics in Russia, East/Central Europe, South Asia, International Relations Theory

Delavan J. Dickson, PhD, Professor; Comparative and International Law

Patrick F. Drinan, PhD, Professor; International Relations Theory, Politics in Russia

Emily Edmonds-Poli, PhD, Assistant Professor; Mexican Politics, Latin American Politics, U.S.-Latin American Relations

Virginia Lewis, PhD, Professor; Political Theory, Human Rights

Noelle Norton, PhD, Associate Professor; American Politics

Lee Ann Otto, PhD, Professor; International Relations Theory, Politics in Japan and China

Michael Pfau, PhD, Associate Professor; Politics in Germany, Corporate Political Risk

David Shirk, PhD, Assistant Professor; Border Politics and Policy

J. Michael Williams, PhD, Assistant Professor; Comparative Politics, Politics in sub-Saharan Africa

fields. The program also offers joint degrees in conjunction with the School of Law; interested students need to apply for admission to the relevant programs separately.

FINANCIAL AID

The Department of Political Science and International Relations awards several small fellowships per semester to graduate students in the MAIR program. Typically, an award might run around \$600 and require a total of 30 hours of research assistance to a faculty member over the course of the semester. Applications are available from the Graduate Advisor.

REQUIREMENTS FOR THE DEGREE

- Approval of courses by Political Science faculty advisor
- 24 to 30 units of political science at the 500-level including POL 570 – Theories of International Relations
- 0-6 units of relevant courses chosen from among economics, business administration, law, ethics, world religions, literature in a foreign language, history, or political science; under certain circumstances and with special graduate-level adjustments, these elective courses may be taken at the undergraduate, upper-division level

- Only one course with a grade of "C+", "C", or "C-" may count toward the degree
- No courses with a grade of "D" or "F" will count toward the degree although the grade will be calculated in the GPA
- Satisfactory performance (minimum grade of "B") on a comprehensive examination in the final semester

COURSES AND SEMINARS

Please Note: USD courses have been renumbered.

Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

Department of Political Science and International Relations

POLS 506 [210] Comparative Political Ideology (3)

An investigation of the ways in which theories of political life are applied in the real world. Special attention will be given to the major alternative approaches to political society, including authoritarianism, fascism, national socialism, communism, and liberal democracy. Students will explore topics such as utilitarianism, feminism, deep ecology, anarchy, social democracy, and both national and international capitalism.

POLS 529 [229] Law of the Sea (3)

A study of regimes of the sea including fisheries, seabed mining, and coastal management zones. The politics of ocean regulation will be examined with emphasis on the Third United Nations Conference on the Law of the Sea. The seminar will consider Law of the Sea negotiations from three perspectives: 1) the development of international law; 2) the processes of international bargaining and negotiation; and, 3) the decision-making processes

associated with the formulation of maritime policies in individual countries. (Students may not earn credit for both POL 529 and LAW – Law of the Sea.)

POLS 550 Comparative Politics (3)

This course examines the process of state building and democratization in a variety of countries. It is designed to introduce students to the major theoretical frameworks concerning these issues and to examine the intersection of institutions, culture, and decision-making. Particular emphasis is placed on strong and weak states, the process of democratic transition and consolidation, and the causes of regime failure.

POLS 554 [259] Revolutionary Change (3)

A comparative study of the revolutionary process focusing on the causes and political implications of revolutionary change. The conditions that influence the outcome of revolutions and the effects on the international system will be examined.

POLS 555 [254] Politics in Western Europe (3)

An examination of the political cultures, institutions, and parties of the United Kingdom, France, and Germany. Foreign and defense policies, including those relating to European integration, will receive special attention.

POLS 557 [286] Politics in Latin America (3)

This course uses a variety of theories to examine the dynamics of political and economic change in 20th-century Latin America. Particular emphasis will be placed on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring
APPLICATION DEADLINES	See page 27
MINIMUM GRADE POINT AVERAGE	3.10 (4.00 scale)
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test only
REQUIRED COURSE WORK	At least 24 units of undergraduate course work in political science, economics, and/or history, including courses in International Politics and American Government.
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	None

POLS 559 [292] Politics in the Middle East (3)

A study of political developments in the Middle East with particular attention to the contemporary era. The role of the Middle East in the international system will be assessed, especially security and economic dimensions.

POLS 560 Politics in sub-Saharan Africa (3)

This course provides an in-depth analysis of political development in sub-Saharan Africa. It is designed to introduce students to the challenges African states have faced during the pre-colonial, colonial, and post-colonial eras. Particular emphasis is placed on how different countries have sought to develop strong institutions, democratic processes, and national integration in the context of scarce resources and civil conflict.

POLS 565 [280] Politics in Russia (3)

An examination of the political institutions and forces of change in Russia, with particular attention to the challenges of democratization, modernization, and capitalist transformation.

POLS 567 [289] Politics in Japan (3)

An examination of post-war politics in Japan focusing on political institutions, major political actors, and mass and elite political behavior. Special attention is paid to issues of modernization, the evolution of Japanese political practices, and Japan's changing democracy.

POLS 568 [290] Politics in China (3)

An examination of contemporary politics and political issues including political institutions, the policy-making process, and citizen political behavior. Special attention is given to prospects for political reform in China.

POLS 570 [205] Theories of International Relations (3)

An examination of realist, neo-realist, neo-liberal, globalist, constructivist, and normative theories of international relations and an inquiry into the relationship between theory and historical evidence. This course is a degree requirement.

POLS 571 [278] American Foreign Policy (3)

A study of the major foreign policy decisions currently confronting the United States government. Includes principal issues, background analysis, alternative actions, policies adopted, and results to date.

POLS 572 [282] Russian Foreign Policy (3)

An examination of foreign policy in Russia focusing on competing institutions within the foreign policy establishment, changing security preoccupations, and the difficulties of realigning regional and global relationships in a structurally changed international system.

POLS 573 [291] Chinese Foreign Policy (3)

An analysis of the foreign policy of the People's Republic of China. Foreign policy-making and China's relations with other international actors will be examined.

POLS 574 [285] U.S.-Latin American Relations (3)

An analysis of historical and contemporary relations between the U.S. and Latin America. The geographic focus of this course is primarily on Central America and the Caribbean. Policy issues examined include international trade, drug trafficking, immigration, military intervention, and relations with Cuba.

POLS 575 [293] Comparative Foreign Policy (3)

An analysis of foreign policy-making with attention to the varying impact of political culture and political institutions.

POLS 576 [279] American National Security (3)

This course examines contemporary U.S. security policy, including military technology, nuclear strategy and arms control, recent U.S. military interventions, biological and chemical weapons, domestic security politics, the defense industry and budget, and terrorism.

POLS 577 [277] Regional Security (3)

This course examines security dynamics in three important regions of the world (Europe, East Asia, and Latin America). We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.

POLS 578 Transnational Crime and Terrorism (3)

This course focuses on how the law enforcement community has responded to the unprecedented increase in crimes and terrorist acts that cross international borders. The course examines those factors that have led to this increase in transnational crime and terrorism, the types of crimes that pose the greatest threat to lawful societies, the responses that have developed to combat transnational crime and the extent to which transnational crime threatens the national security interests of the United States and the world community.

POLS 579 Border Politics and Policy (3)

An examination of U.S.-Mexican border politics and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course will also consider comparative border dynamics of other regions, such as U.S.-Canada, China-Russia, Spain-Morocco, and the European Union.

POLS 580 [230] International Political Economy (3)

An examination of the international and national political strategies affecting economic growth and global distribution of wealth.

POLS 582 [206] International Human Rights (3)

A consideration of theoretical foundations, historical development, and applications of human rights in different parts of the world. The seminar will focus on contending approaches to human rights.

POLS 583 [228] International Organizations (3)

An examination of the development of contemporary intergovernmental political organizations with emphasis on the United Nations system and the functional agencies. The future of supranationalism will be investigated with particular attention to the European Communities. (Students may not earn credit for both POL 583 and LAW – International Organizations.)

POLS 594 [295] Topics in International Relations (3)

A current issue or topic in the discipline will be the focus of the course. The course can be repeated if the topic changes.

POLS 599 [299] Independent Study (3)

Directed research for up to 3 units can be conducted under the supervision of one of the graduate faculty members in the Department of Political Science and International Relations. These 3 units would be part of the 6-unit elective category. Students must be at least halfway through the program, with a 3.5 GPA, and project proposals must be approved by the faculty sponsor, Graduate Advisor, and Dean of the College of Arts and Sciences before the beginning of the relevant semester.

School of Law

- LAW – European Union Law (3)
- LAW – Immigration Law (2)
- LAW – International Business Transactions (2-3)
- LAW – International Environmental Law (3)
- LAW – International Trade (3)
- LAW – Law of the Sea (2)
- LAW – Public International Law (3)

School of Business Administration

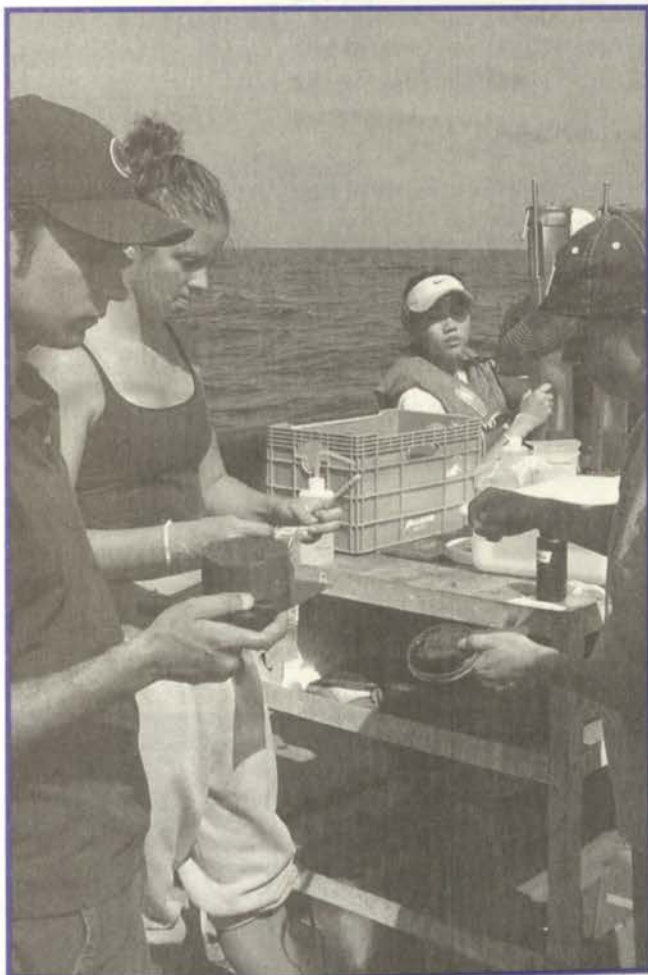
- ECON 333 – International Economics (3)
- ECON 335 – Economic Development of Latin America (3)
- ECON 337 – Economic Development of Asia (3)
- ECON 494 – Special Topics (3)*
- GSBA 523 – International Financial Management (3)
- GSBA 553 – International Marketing (3)
- GSBA 580 – Seminar in International Business (3)

Department of History

- HIST 347 – Topics in Modern European History (3)*
- HIST 351 – History of England and Great Britain Since 1688 (3)
- HIST 354 – History of Spain II (3)
- HIST 355 – Imperial Russia (3)
- HIST 356 – Russia Since 1917 (3)
- HIST 358 – Topics in Modern World History (3)*
- HIST 360 – Latin America I (3)
- HIST 361 – Latin America II (3)
- HIST 364 – Topics in Asian History (3)*
- HIST 365 – History of China (3)
- HIST 366 – History of Japan (3)
- HIST 368 – History of Africa (3)
- HIST 369 – Issues in Modern Africa (3)
- HIST 501 – Teaching Seminar (3)*
- HIST 533 – Early Modern Europe (3)*
- HIST 546 – Modern Europe (3)
- HIST 561 – Mexico and Latin America (3)
- HIST 591 – Topics in African History (3)
- HIST 592 – Topics in Asian History (3)

*Graduate Advisor's approval required

MASTER OF SCIENCE IN MARINE SCIENCE



MASTER OF SCIENCE IN MARINE SCIENCE

USD's Department of Marine Science and Environmental Studies offers graduate work leading to the degree of Master of Science in Marine Science. This degree is based largely on research and is intended to provide graduate students with an opportunity to design experiments or observations that test hypotheses; to contribute new information to a knowledge base; and to learn to write in a way that facilitates scientific exchange. The program, which combines course work and research, culminates in a written thesis. The program utilizes not only the excellent facilities at the University of San Diego's Shiley Center for Science and Technology, but those of some other nearby institutions, such as the Southwest Fisheries Science Center

Hugh I. Ellis, PhD, Graduate Program Director, Professor; Avian Physiological Ecology, Waterbirds

Michel A. Boudrias, PhD, Associate Professor; Locomotion, Benthic Ecology

Sarah C. Gray, PhD, Associate Professor; Paleoclimatology, Sedimentology

Ronald S. Kaufmann, PhD, Associate Professor; Marine Pelagic and Benthic Ecology

Mary Sue Lowery, PhD, Professor; Fish Biochemistry and Muscle Development

Anne A. Sturz, PhD, Professor; Geochemistry, Vent Geology

Zhi-Yong Yin, PhD, Associate Professor; GIS and Remote Sensing, Hydroclimatology

Adjunct Faculty

Frederick I. Archer, PhD; Population Genetics and Delphinid Fisheries (*Southwest Fisheries Science Center*)

Ann B. Bowles, PhD; Bioacoustics (*Hubbs-Sea World Research Institute*)

Mark Drawbridge, MS; Fish Hatcheries (*Hubbs-Sea World Research Institute*)

Michael G. Hinton, PhD; Pelagic Ecology, Population Ecology, and Statistics (*Inter-American Tropical Tuna Commission*)

N. Chin Lai, PhD; Physiology of Fish (*Veterans Administration; UC San Diego*)

James L. Sumich, PhD; Marine Vertebrate Zoology (*Grossmont College*)

Russell D. Vetter, PhD; Ecology, Evolution, and Molecular Biology of Fish (*Southwest Fisheries Science Center*)

Alberto Zirino, PhD; Marine Chemistry

(National Marine Fisheries, NOAA), the Hubbs-Sea World Research Institute, and the Leon R. Hubbard Hatchery. Thesis committees may be headed by faculty listed on this page, as well as other scientists on and off campus. Committee members are drawn from the Marine Science faculty at USD, other science departments at USD, and senior research scientists at Southwest Fisheries Science Center and Hubbs-Sea World Research Institute. Students are encouraged to have one outside member on their thesis committee in order to take advantage of San Diego's rich community of ocean specialists.

USD faculty currently are involved in research in marine geochemistry, climatology, paleoclimatology, hydrology, oceanography, marine biology, locomotion and fluid dynamics, physiology, ecology, and population genet-

ics. Affiliated science faculty work in the areas of bioacoustics, aquaculture, molecular genetics, ecology, and physiology. Although there are opportunities for graduate students who are interested in biology to work with a variety of invertebrate and vertebrate animals, as well as a more limited number of plants, applicants should think carefully about the functional areas of biology they wish to work in. Whether in the life sciences or physical sciences, local research opportunities abound: from the coasts and estuaries of San Diego County to offshore and island environments. The deserts of southern California, which include inland water bodies and former ocean basins, offer additional research possibilities. In some instances, research may focus on more distant areas. More information about faculty interests, graduate student thesis titles, and facilities is available through our Web site.

The Master of Science in Marine Science degree can serve as a terminal graduate degree prior to entry into the work force, an enhancement of skills for an existing job in a technical area or in education, or a step toward a PhD.

RECOMMENDED PROGRAM OF STUDY

First Year

Semester I	Semester II
MARS 500 (3)	MARS 501 (3)
MARS 510 (4)	MARS 512 (4)
MARS 511 (4)	MARS 520 (3)

Second Year

Semester I	Semester II
Elective (3)	Elective (3)
MARS 596 (3-6)*	MARS 596 (3-5)*
	MARS 597 (1)*

*MARS 596 – Research and MARS 597 – Thesis may also be taken during the 12-week Summer Session.

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall (Spring, only under special circumstances)
APPLICATION DEADLINE	Fall: applications received after April 1 cannot be guaranteed review
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale) in all undergraduate course work
STANDARDIZED ADMISSION TESTS	Graduate Record Examination (GRE) General Test; subject test in a science field (recommended)
REQUIRED COURSE WORK	Undergraduate major in a science; a minimum of one year each of chemistry and physics, and one semester each of biology and calculus Recommended: one course in geology Other courses required to correct deficiencies noted at the time of admission may be taken at USD but may not count toward the requirements for graduation
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Three letters of recommendation from science professors (additional non-academic letters may also be submitted) The application's <i>Statement of Purpose</i> should specifically address research interests which should be compatible with the work of the Marine Science core and adjunct faculty

REQUIREMENTS FOR THE DEGREE

I. Course work (27 units)

- MARS 500 – Core Seminar I (3)
- MARS 501 – Core Seminar II (3)
- MARS 510 – Oceanography I (4)*
- MARS 511 – Oceanography II (4)*
- MARS 512 – Oceanography III (4)*
- MARS 520 – Statistics (3)
- Electives (approved by advisor) (6)

*Depending on student's previous course work, one or more of the MARS 510-512 series may be waived.

II. Thesis (minimum 9 units)

- MARS 596 – Research (0.5*-6)

A maximum of 14 units may count toward degree

- MARS 597 – Thesis (0.5*-1)

A minimum of 1 unit must be applied toward degree

*Students may take these courses in increments of 0.5 unit only after they have completed 33 units.

III. Minimum Units

The minimum number of units required for graduation is 33; however, if the entire MARS 510-512 series is taken, the total units will add to 36.

A thesis committee of at least three members will be established during the second semester of enrollment. It will consist of at least one full-time USD faculty member and may include a member from an approved outside institution. The remaining members may be selected from USD or adjunct faculty including those at Hubbs. The entire thesis committee will meet with the student semi-annually to assess progress and give advice. Following approval of the thesis proposal by both the Director of the program and the thesis advisor, completion of a full literature review, and satisfaction of any deficiencies noted at the time of admission to the program, the student will be recommended for candidacy by the thesis committee. Adequate progress will need to be made to maintain candidacy (see Candidacy Policy available from the Director). Additional courses related to the student's area may be required by the thesis advisor (see also *Thesis*, page 40). All students must be enrolled for at least 1 unit to remain active in the program. Students who have completed 30 units, including all required courses, may enroll in 0.5 unit to remain active in the program.

COURSES

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

MARS 500 [200A] Core Seminar I (3)

An introduction to the infrastructure of the program and critical skills useful in graduate studies. Students will also be exposed to a range of research areas through a series of seminars presented by the Marine Science faculty, allied University faculty in other departments, and professionals from other institutions. Students will develop a written preliminary plan for their own research in pursuit of the master's degree and choose a thesis committee chair.

MARS 501 [200B] Core Seminar II (3)

During this seminar, students will formulate their research proposals, write a comprehensive literature review, and form their thesis committees. Successful completion of this seminar is required for admission to candidacy.

MARS 510 [201A] Oceanography I: Geological Oceanography (4)

The origin and geologic history of the ocean basins, with a detailed investigation of the theory of plate tectonics, ocean sedimentation, and paleoceanography. Examination of how geological processes affect the physical, chemical, and biological processes in the ocean will be emphasized. Three lectures and one laboratory per week. One cruise and one additional weekend field trip may be required.

MARS 511 [201B] Oceanography II: Biological Oceanography (4)

Biological oceanography is covered from an integrated, functional perspective. Unifying themes will be factors that affect marine ecosystems and the relationship between environmental characteristics and biological communities. Nearshore, open ocean, and deep sea environments will be covered. Ecological, behavioral, physiological, and biochemical adaptations of marine organisms also will be considered. Three lectures and one laboratory per week. One cruise and additional field work may be required. Prerequisites: One year of general biology, with laboratory.

MARS 512 Oceanography III: Physical Chemical Oceanography (4)

This course provides a proper background for graduate students in the physical and chemical aspects of the oceans. This course will focus on the large scale physical and chemical process in the oceans and how these processes influence the distribution of water masses and the chemical composition of seawater. There will be discussions of sur-

face and deep water circulation, waves, tides, air-sea interaction, and the distribution of dissolved constituents in seawater. Three lectures and one laboratory per week.

Prerequisites: One year each of general chemistry and general physics, with laboratory; calculus; and one other course in oceanography.

MARS 520 Statistics (3)

This course is intended to build on a basic understanding of statistical analysis gained at the undergraduate level. The course will review methods of hypothesis testing and the statistical tests most commonly used in oceanography. It will introduce multivariate analyses and modern non-parametric methods such as bootstrapping. The main emphasis will be experimental design and choosing the most appropriate methods of statistical analysis to answer specific questions. Students will learn how to use the statistical software package SPSS and will have the opportunity to work with their own data, if applicable. Three hours per week. Prerequisite: An undergraduate course in statistics approved by the instructor.

MARS 552 [BIOL 232] Electron Microscopy (4)

An introduction to the theory, development, and operation of the electron microscope with emphasis on development of knowledge of cellular fine structure. The laboratory portion of the course will focus on tissue preparation, microscope operation and evaluation, and presentation of electron microscopic data.

MARS 562 [262] Biology of Fishes (3)

Course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. Prerequisite: BIOL 300 or equivalent.

MARS 565 [265] Marine Mammals (3)

An examination of the biology of whales, pinnipeds, and other marine mammals. Topics will include general adaptations to a marine existence; systematics and biogeography; reproduction; diving physiology; communication and echolocation; feeding and migratory behavior; and marine mammal-human interactions. Some emphasis will be placed on species occurring in the North Pacific Ocean. Necropsies of a beach-stranded marine mammal may occur. Special projects will also be assigned. Three hours of lecture per week and at least two field trips on weekends. Prerequisites: One year of introductory biology and at least two upper-division courses in zoology or ecology.

MARS 567 [267] Deep-Sea Biology (3)

This course explores the biology of organisms inhabiting the deep ocean, especially as their biology is influenced by the environment in which they live. Topics will include the physical, chemical, and geological setting; instrumentation used in deep-sea research; the systematics and ecology of deep-sea fauna; physiological and biochemical adaptations to the conditions in the deep ocean; and impacts of humans on the deep-sea environment. Three hours of lecture per week. Prerequisites: One year of introductory biology and at least two upper-division courses in ecology or zoology.

MARS 568 [268] Marine Ecology (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthos. Lecture/seminar format. Prerequisite: Upper-division ecology course or concurrent enrollment in BIOL 460.

MARS 571 [271] Near Shore Processes (3)

Physical and chemical processes which influence coastal sediment and water mass distribution and chemical composition. Topics include current and ocean circulation patterns on the continental shelf, coastal erosion and deposition, river flux and its influence on the chemical composition of seawater, sediment transport, and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Prerequisite: MARS 510 or equivalent.

MARS 574 [274] History of the Oceans and Climate (3)

Ocean-atmospheric interactions and their influence on global climate. Special emphasis will be placed on the causal mechanisms of paleoclimatic cycles, global climate change, and greenhouse warming. Prerequisite: MARS 510 or equivalent.

MARS 578 [278] Boundary Layer Flow (3)

The interactions between fluid dynamic processes in the oceans and the organisms that live in different habitats. The main objective is to provide a descriptive and conceptual understanding of boundary layer fluid dynamics at several scales from whole ocean basins to flow around organisms. The emphasis will be on smaller scales, in particular those with major biological implications. Examples will illustrate physical aspects of fluid dynamics; biological fluid dynamics with an emphasis on feeding, locomotion, and dispersal; and geological/geochemical aspects of the sediment-water interface. Three hours of lecture per week. Prerequisite: One year of introductory (calculus-based) physics or consent of instructor.

MARS 588 [288] Micropaleontology (4)

A survey of the biostratigraphy, paleoceanography, evolution, and applications of microfossils. Special emphasis will be placed on radiolarian and foraminiferan microfossil groups. Includes field trips.

MARS 594 [294A, B, C, D, E] Special Topics (2-3)

Topics of special interest or unique opportunity. Prerequisites may be listed for these offerings.

MARS 595 [297] Directed Readings (1-3)

Specific sets of readings tailored to address particular needs of a student. Generally, this course would be related to the research interests of a student and would be under the guidance of a member of the student's thesis committee. Typically, a maximum of 3 units may be used toward the degree requirements without consent of the Director.

MARS 596 [298] Research (0.5-6)

Research toward the master's thesis. This research will be under the general supervision of a thesis advisor. No more than 3 units may be taken prior to candidacy. Pass/Fail only. A passing grade is contingent upon participation in the annual Graduate Student Colloquium during the same academic year. (Rules for taking 0.5 unit may be found on page 57.)

MARS 597 [299] Thesis (0.5-1)

Independent writing of the thesis with consultation of the major advisor. Master's candidates must be enrolled in this course to turn in a thesis. It may be taken more than once, but only 1 unit will be counted toward the degree requirements. Prerequisite: Consent of the major professor. Pass/Fail only. A passing grade is contingent upon participation in the annual Graduate Student Colloquium during the same academic year unless the student has successfully defended the thesis prior to the Colloquium. (Rules for taking 0.5 unit may be found on page 57.)

UNDERGRADUATE COURSES

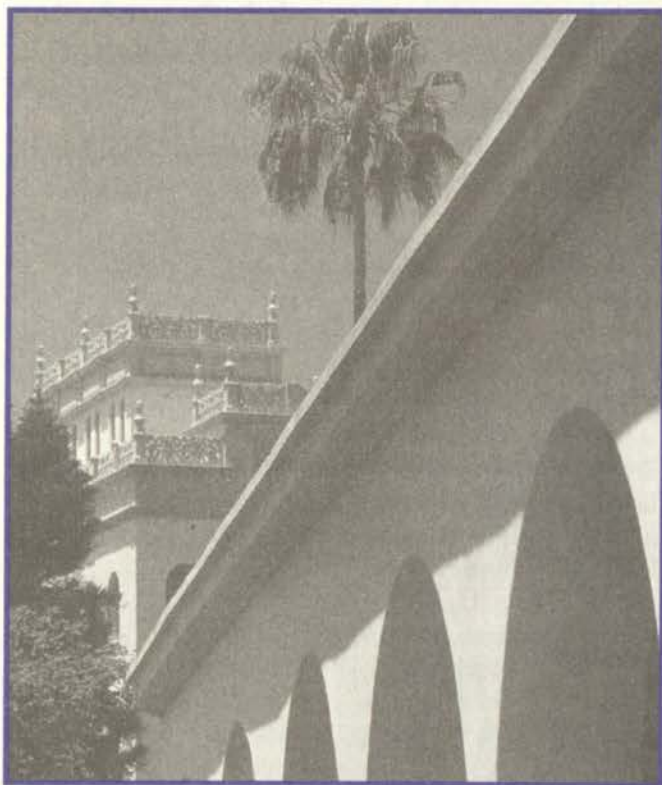
A maximum of 6 undergraduate units taken at the University may be applied to the graduate program. The list below is not exhaustive; consult the Director. See the current *Undergraduate Bulletin* for course descriptions.

BIOL 301 – Biostatistics (3)
BIOL 350 – Invertebrate Zoology (4)
BIOL 460 – Ecology (4)
BIOL 466 – Behavioral Ecology (4)
BIOL 477 – Invertebrate Physiology (3)
BIOL 478 – Vertebrate Physiology (3)
BIOL 482 – Molecular Biology (4)

CHEM 331 – Biochemistry (3)
CHEM 355 – Environmental Chemistry (3)

ENVI 315 – Geographic Information Systems (3)
ENVI 420 – Introduction to Remote Sensing (3)
ENVI 485 – Environmental Geology (4)
ENVI 487 – Surface Water Hydrology (4)

MASTER OF ARTS IN PASTORAL CARE AND COUNSELING



MASTER OF ARTS PROGRAM

The MA in Pastoral Care and Counseling is an interdisciplinary program designed to provide foundational skill development for the ministry of pastoral care and counseling. The program focuses on the provision of basic intervention and referral strategies for individuals, couples, and families within the faith community.

The program utilizes a variety of learning models and emphasizes skill development in perception, cognitive and affective integration, practical application, and theological/spiritual reflection. Students are challenged to integrate theory and practice, theology and ministry, and the experience of faith with the complexities of living in a pluralistic society. Students who have previously earned a graduate degree in theology, ministry, or counseling may petition for a waiver of courses, but not unit requirements. All waivers and electives are subject to faculty approval.

The 42-unit curriculum emphasizes academic investigation and acquisition of appropriate skills in eight areas:

- Spiritual assessment
- Moral/faith development
- Behavioral observation/assessment
- Interpersonal communication
- Basic counseling skills

A Cross-Disciplinary Program (PCAC, THEO, COUN, MFTS) housed in the Department of Theology and Religious Studies

Faculty Coordinators:

Ronald Pachence, PhD, Graduate Program Director

Ellen Colangelo, PhD, Coordinator, Pastoral Care and Counseling Program

Collateral Faculty include designated faculty in the Departments of Theology and Religious Studies; Counseling, School of Education; and Marital and Family Therapy, School of Education

- Professional identity and ethics
- Organizational development
- Theological reflection

Upon completion of the degree requirements, graduates are prepared to engage in ministries of pastoral care assisting people in dealing with psycho-social and moral-religious issues in their personal lives. Skills acquired are based upon principles of practical theology and pastoral counseling which enable graduates to identify personal/relational concerns and to make appropriate professional referrals.

Graduates find service opportunities in a variety of settings, including local congregations, chaplaincy and campus ministry programs, hospitals, hospices, and other ministry-related institutions.

PROFESSIONAL RECOGNITION

Though additional training and/or supervision hours may be required, program requirements are commensurate with the basic certification standards of a variety of pastoral care and counseling organizations including the Association of Professional Chaplains (APC), the National Association of Catholic Chaplains (NACC), and the American Association of Pastoral Counselors (AAPC).

AAPC FELLOW TRACK

Students wishing to complete the required clinical supervision hours and course work for certification as a Fellow in the American Association of Pastoral Counselors (AAPC) must complete 18 additional units including 6 units of Practicum (PCAC 592). This additional work will provide the required 1,375 hours of pastoral counseling and 250 hours of supervision.

REQUIREMENTS FOR THE PCAC DEGREE (42 UNITS)

1. Practical Theology (9 units)
Theology Core (6 units)
THEO 534 – Faith: Developmental Perspectives (3)
THEO 536 – Christian Anthropology (3)
or
THEO 532 – Christology (3)
At least 3 units of THEO electives selected in consultation with PCAC Coordinator
2. MFTS and Counseling Theory (12 units)
For full descriptions of MFTS and Counseling courses, see pages 166 and 147.
COUN 525 – Group Dynamics (3)
MFTS 528 – Psychopathology (3)
MFTS 533 – Family Studies (3)
MFTS 546 – Couples Therapy (3)

3. Pastoral Care and Counseling (17-19 units)
PCAC 515 – Personality Development (3)
PCAC 516 – Professional Ethics in Ministry (1)
PCAC 517 – Psychology of Religious Experience (3)
PCAC 587 – Professional Topics in Pastoral Care and Counseling (1-3)
PCAC 590 – Pastoral Care and Counseling: Integration Seminar (3)
PCAC 592 – Pastoral Care and Counseling: Practicum (3)

Note: Students who have an approved background in psychology may substitute COUN 563 for PCAC 515.

4. Electives (2-4 units)
At least 2 units of course or practicum work in an area to be selected in consultation with the PCAC Coordinator.
5. Completion of a minimum two-semester practicum (3 units each semester) at an approved site, usually in conjunction with enrollment in PCAC 592.
6. Comprehensive integration paper in which students demonstrate an understanding of pastoral care and counseling skills and an approach to their ministries which is psychologically sound and theologically enlightened. The paper cannot be submitted before the final semester of study and must be completed before a student can graduate.

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring, Summer
APPLICATION DEADLINES	See page 27
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale) in the last 50% of baccalaureate course work
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSE WORK	None
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	<p>Evidence of academic and professional experience in some facet of ministry or pastoral theology</p> <p>Current affiliation with an institutionally-endorsed ministry is recommended</p> <p>Pre-application Interview with Pastoral Care and Counseling Coordinator</p> <p>Autobiography, in addition to narrative required on application (Please consult with the PCAC Coordinator)</p>

7. Students are encouraged and, at the discretion of the PCAC Coordinator, may be required to take 1 unit of Clinical Pastoral Education or give evidence of some other personal growth experience (e.g., spiritual direction, group or individual counseling).
8. Students must maintain a minimum GPA of 3.00 in order to complete the program.

CERTIFICATE OF ADVANCED STUDY (CAS)

Purpose

The Certificate of Advanced Study (CAS) offers graduate-level course work in practical theology and pastoral counseling along with supervised practicum experience and in-depth supervision for counseling professionals as well as for clergy who wish to enhance their skills by deepening their understanding of the integration of the behavioral sciences and theology.

Benefit of the Certificate for Professionals

In addition to the pastoral counseling skills and theological education offered by the program, student's 375 hours of supervised practicum can satisfy an important requirement for their admission into the American Association of Pastoral Counselors.

Admission

Admission to the CAS program requires a graduate degree in counseling or a closely related field; evidence of religious identification and personal study in the areas of psychology, theology, and religion; submission of completed application form including academic transcripts and three letters of reference; and an interview with the PCAC coordinator.

Requirements

Course requirements for the completion of the certificate include: 18 units in practical theology and pastoral counseling and a supervised practicum of 375 hours, with courses and practica designed to meet the individual needs, level of proficiency, and professional interests of the student. These courses may be taken for academic credit or may be audited.

Requirements for the CAS (18 units)

1. Core Requirements (15 units)
 - THEO 534 – Faith: Developmental Perspectives (3)
 - PCAC 517 – Psychology of Religious Experience (3)
 - PCAC 590 – Integration Seminar (3)
 - 6 units of PCAC 592 – Pastoral Counseling Practicum (3)
2. Elective Options (3 units)
 - THEO 510 – New Testament Studies (3)
 - THEO 511 – Introduction to the Hebrew Bible (3)
 - THEO 536 – Christian Anthropology (3)
 - THEO 548 – U.S. Latino Catholicism (3)

- THEO 560 – Themes in Asian Spirituality (3)
- THEO 561 – Themes in Western Spirituality (3)
- THEO 562 – Themes in Latino Spirituality (3)

CERTIFICATE IN SPIRITUAL DIRECTION

Pastoral Care and Counseling students and CAS students may elect to earn the Certificate in Spiritual Direction while they are completing the requirements for their respective academic programs. The curriculum for this certificate includes four courses which *must* be taken in sequence. This certificate is offered in collaboration with the USD Center for Christian Spirituality.

Courses I and II, described below, are taken for continuing education credit granted by USD and are prerequisites for the second two courses. Students who wish to continue to the Practicum level (Courses III and IV) must be accepted into this level by the Director of the Center for Christian Spirituality and by their academic advisor in the PCAC program. With permission of one's academic advisor, these two courses may be taken for USD academic credit and applied to the unit requirements for their academic program at USD.

Courses I and II will be offered during the Fall (Course I) and Spring (Course II) of academic year 2005-2006. Courses III and IV will be offered during the Fall (Course III) and Spring (Course IV) of academic year 2006-2007.

Courses

Course I – Introduction to Spiritual Direction

An overview of spiritual direction, its history, components, and various models.

Course II – Traditions in Spiritual Direction

An in-depth examination of two classic models of spiritual direction: Ignatian and Carmelite. Several other spiritualities are also studied.

Course III – Practicum in Spiritual Direction

See PCAC 597 course description on page 64.

Course IV – Advanced Practicum in Spiritual Direction

See PCAC 598 course description on page 64.

Admission Requirements

1. Applicants must have adequate knowledge of Scripture and theology. They must also be able to document extended experience with receiving spiritual direction. The fulfillment of these admission requirements are determined in consultation with the program instructors.
2. Submission of a letter of interest which includes biographical data, reasons for applying to the program, and information about the applicant's background in spiritual direction.

3. Submission of a letter of sponsorship from an institution or agent who can testify to the applicant's ability to offer spiritual direction and who is willing to provide a setting for the student to complete his or her spiritual direction practica (Course III and Course IV).
4. Submission of two letters of recommendation: one from a person familiar with spiritual direction (e.g., pastor, religious superior, or supervisor); one from a colleague who has worked with the applicant in ministry.
5. Personal interview with a program instructor to assess the applicant's suitability for spiritual direction ministry. Assessment will continue throughout the certificate program to determine whether the student may progress to the next course.

Application

PCAC or CAS students who elect to earn the Certificate in Spiritual Direction should first consult with their USD academic advisor. Once it is mutually determined that a student appears to be a qualified applicant for the Certificate, he/she will be put in contact with the Director of the Center for Christian Spirituality. It should be noted, however, that the spiritual direction admission committee from the Center makes the final decision regarding the student's acceptance into this program.

COURSES

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

PCAC 515 [215] Personality Development (3)

A comparative study of personality theories. Students are also encouraged to begin developing their own theory of personality. The goal of this course is to help students improve their understanding of those to whom they minister.

PCAC 516 [216] Professional Ethics in Ministry (1)

A study of the complex ethical issues arising in the helping professions with an emphasis on providing insight into issues of integrity in ministry.

PCAC 517 [217] Psychology of Religious Experience (3)

A study of the interface of psychological and religious themes in the works of writers such as Freud, Jung, Fromm, and Buber. The course includes current research deriving from these theories and the application of these insights to pastoral care and counseling.

PCAC 587 [287] Professional Topics in Pastoral Care and Counseling (1-3)

An investigation of selected issues of importance to pastoral counseling professionals. Topics include, but are not restricted to: assessment methods, gender studies, cultural sensitivity in therapy, substance abuse issues, human sexuality, counseling the terminally ill, counseling the elderly patient, alternative theories of psychotherapy, abusive relationships, and marriage/family issues.

PCAC 590 [290] Pastoral Care and Counseling: Integration Seminar (3)

The theory and practice of pastoral counseling with an emphasis on the development of basic communication and counseling skills and the integration of behavioral science and religion.

PCAC 592 [292] Pastoral Care and Counseling: Practicum (3)

Weekly on-campus seminars plus supervised fieldwork at an approved site where students gain experience in pastoral care and counseling. Pass/Fail grading option only. Prerequisite: PCAC 590. PCAC 592 may be repeated for up to 12 units.

PCAC 595 [295] Clinical Pastoral Education (3)

An intensive 10-week (400-hour) internship program in which students learn and reflect upon the skills required for effective ministry in a number of specialized settings including hospitals, parishes, prisons, family clinics, hospices, and community organizations serving HIV/AIDS patients, the homeless, the mentally ill, and the homebound. Utilizing didactic seminars, group process, and individual supervision, the program offers students internship experience and provides them with a theological perspective for understanding the issues that arise from this experience. This course is offered in collaboration with one of the Clinical Pastoral Education centers in San Diego. Pass/Fail grading option only. Prerequisites: Permission of student's academic advisor and prior acceptance into an approved CPE program. Students who anticipate enrolling for this course should, therefore, begin the advisement and application process at least one semester before their planned registration for PCAC 595. May be repeated with permission of the PCC Coordinator.

PCAC 597 [296] Practicum in Spiritual Direction (3)

The practicum involves students in doing spiritual direction with five directees, their own personal spiritual direction, individual supervision, and weekly on-campus seminars which include group supervision of interns' practicum experiences and discussion of particular issues in spiritual direction. Pass/Fail grading option only. Prerequisites: Successful completion of the first two courses in the Spiritual Direction Certificate Program (non-credit), permission of the student's academic advisor, and acceptance into the Practicum-level of the Certificate Program by the program instructors from the Center for Christian Spirituality.

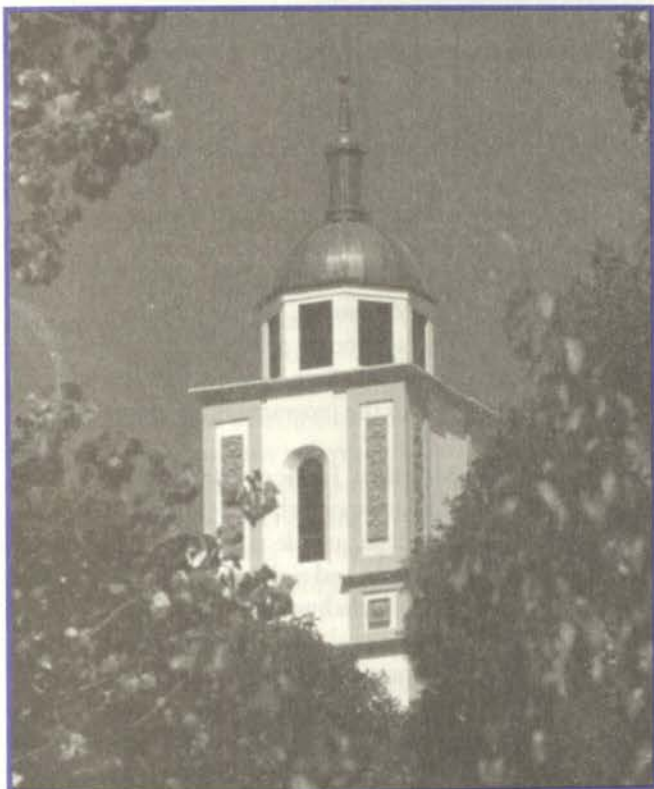
PCAC 598 [297] Advanced Practicum in Spiritual Direction (3)

The Advanced Practicum continues and deepens the process of supervision and discussion of issues in spiritual direction. Pass/Fail grading option only. Prerequisites: Successful completion of PCAC 597, permission of the student's academic advisor, and acceptance into the course by the program instructors from the Center for Christian Spirituality.

PCAC 599 [299] Directed Research (1-3)

An opportunity for students to research a topic of particular interest to them and to write a substantive paper on this topic. Prerequisite: Permission of the PCAC coordinator and approval of the faculty member who agrees to supervise the project.

MASTER OF ARTS IN PEACE AND JUSTICE STUDIES



MASTER OF ARTS IN PEACE AND JUSTICE STUDIES

The Master of Arts in Peace and Justice Studies is an interdisciplinary program emphasizing ethics, international affairs, and conflict resolution. The goals of the program are: to produce graduates who are capable of relating disciplinary and cross-disciplinary theories of peace and justice to real world problem-solving involving regional and international conflict; to foster scholarly agendas examining the dynamics of justice and peace-building across multi-level conflicts; and to facilitate faculty and student interaction and development across disciplines and academic units at USD, along with outreach to the community and the larger society. The program takes full advantage of the Joan B. Kroc Institute for Peace and Justice on the USD campus.

The MA in Peace and Justice Studies is designed as a full-time program limited to a maximum of 12 students. Students enter together once a year in mid-August and graduate, upon successful completion of course work, one year later. Preferential consideration will be given to applicants with proficiency in a foreign language in addition to English, and work or volunteer experience in policy areas relevant to peace, conflict, and human rights.

Lee Ann Otto, PhD, Program Director
Professor, Department of Political Science and
International Relations

FINANCIAL AID

All students accepted into the Peace and Justice Studies program are eligible to be considered for a Gandhi Fellowship. Application for program admission constitutes application for the Gandhi Fellowship. Fellowship awards are determined by a faculty committee. Students selected for awards will receive a minimum of \$11,500 applied to tuition. Gandhi Fellows will be involved in various activities in the Joan B. Kroc Institute for Peace and Justice in collaboration with USD faculty and Institute officials. The Gandhi Fellowships and other sources of financial aid are offered to permit full-time study. Contact the Office of Financial Aid Services at USD for further information regarding financial aid and loans.

REQUIREMENTS FOR THE DEGREE

- Full-time status as a graduate student
- Approval of courses by the Program Director
- 33 units of graduate work with a 3.0 or higher
- Capstone course must be at "B" or better performance, and the grade is High-Pass/Pass/Fail.
- No more than 6 units of course work at the 300 level or 400 level can be counted toward the 33 units.

The program begins in mid-August with a required pro-seminar that introduces students to the range of cross-disciplinary learning and scholarship which animates the program. The Peace and Justice Studies program emphasizes the integration and use of theoretical and practical materials from ethics, world religions, world history, international relations, conflict resolution, and human rights, along with the acquisition of skills necessary for successful pursuit of peace and justice goals. The capstone course facilitates the integration of materials in a problem-solving exercise and case study report which will be shared with the incoming cohort of graduate students at a one-day conference each August.

All students take four courses together in the fall. In the spring semester, students take three courses and each student chooses an elective upon approval of the Program Director. All students take an Intersession course in Geographic Information Systems to gain competency in computer techniques applied to geographic and demographic data. Every student takes a required course in the summer in addition to the capstone course. With the exception of the pro-seminar and capstone courses, substitutions of the required courses with electives can occur with the approval of the Program Director if a required course duplicates previous academic work of the student.

COURSES AND SEMINARS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

P&JS 500 [200] Proseminar for Peace and Justice Studies (1)

The seminar is designed to introduce students to the three pillars of the Peace and Justice curriculum – conflict resolution, international relations, and human rights/ethics – through readings and discussion. Orientation to the Catholic tradition that sees peace as inseparable from justice will occur, and background information on the intellectual disciplines represented in the program will be presented.

P&JS 510 [210] Morality, Justice, and Rights (3)

Examination of major moral theories – ethical egoism, virtue theory, utilitarianism, and deontological theories – and their relation to justice and rights. Major contemporary theories of social justice including utilitarian, libertarian, liberal-egalitarian, radical-egalitarian, and communitarian (and conservative) theories along with feminist and multiculturalist perspectives. The use of such theories to assess social, economic, political, and environmental institutions, programs, and policies. Particular application to such problems as world hunger; economic inequalities within and between nations; and inequalities and oppression based on gender, race, ethnicity, and/or national origin.

P&JS 515 [215] Comparative Religious Ethics (3)

A comparative study of the bases and processes of character formation and moral action in selected major religious traditions. Emphasis will be placed on the role

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Summer (August)
APPLICATION DEADLINE	April 1
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale) in all undergraduate course work
STANDARDIZED ADMISSION TEST	Graduate Record Examination (GRE) General Test only
REQUIRED COURSE WORK	None
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	None

that narrative, symbol, doctrine, and ritual play in behavior in cultures in which thinking and feeling are embedded in religious worldviews. Attention will be given to arguments over whether and to what extent any moral values – particularly those embodied in Western human-rights discourse – can be said to have universal validity. The course will aim at providing students with tools for understanding the impact of religious values on contemporary issues of peace and justice with special attention to the contributions of Catholic social teaching.

P&JS 556 [256] Introduction to Conflict Analysis, Prevention, and Resolution (3)

This course will examine how conflicts are identified and analyzed, from low-level political violence to major armed conflict, and what theories and tools exist to resolve these conflicts. Students will read classic works in this interdisciplinary field, gaining an understanding of the different scholarly approaches taken to prevent and resolve armed conflict. Students will work in teams on particular case studies, applying theories learned.

P&JS 560 [260] Diplomatic Decision-Making (3)

This seminar is designed to teach students to think historically about the uses of diplomacy, the peaceful and non-peaceful resolution of crises, and the development of U.S. foreign relations. Themes to be addressed in the readings and discussion include negotiating tactics such as coercion and concessions, comparisons of realist vs. idealist motivations, alliance politics, advisory processes, the role of individuals, historical analogies, national security interests, and political, ideological, cultural, social, and economic environmental factors. Although this class takes a comparative approach in examining American influence on the world and vice versa, we will focus on a number of case studies in U.S. foreign relations to allow for a more in-depth evaluation of the foreign policy of one country. There exists in the United States a widespread and often controversial belief in the exceptionalism of American institutions and policies. The course will assess how the United States has attempted to export this belief to other nations and how these countries have responded.

P&JS 565 [265] Peace and Justice in World Politics: Theory and Practice (3)

An analysis of the theoretical literature on the causes of war and conditions of peace and justice focusing on issues of sovereignty, global governance, military and non-military aspects of security, human rights, and positive and negative peace. Seminar format with extensive student-centered discussions of readings.

P&JS 566 [266] International Negotiations (3)

This is an analytic and skills training course offering advanced training in the theory and practice of negotia-

tions. Simulated negotiations of increasing complexity are carried on both inside and outside the classroom. In the course, students are introduced to various negotiation contexts including cross-cultural and cross-gender issues. Course participants from the Peace and Justice program will be integrated into the law school course which is composed of a mixture of U.S. law students and non-U.S. lawyers who are enrolled in USD's LLM-CL program.

P&JS 570 [270] Environmental Justice in a More-than-Human World (3)

Examination of environmental justice and its relationship to sustainability and the protection of the non-human world. Local, national, and global issues and cases will be considered. Multidisciplinary pedagogical approaches grounded by political and environmental philosophy will be used. Particular attention will be drawn to environmental, social, political, and economic inequalities, injustices, and oppression based on differences of gender, race, ethnicity, class, national origin, and species membership.

P&JS 580 [280] International Justice and Human Rights (3)

A consideration of theoretical foundations, historical development, and applications of human rights in different parts of the world. The seminar will focus on contending approaches to human rights.

P&JS 594 Special Topics in Peace and Justice Studies (3)

A specialized course focusing on a topic in international affairs, conflict resolution, or ethics and human rights. The course can be repeated if the topic changes.

P&JS 595 [290] Peace and Justice Capstone (2)

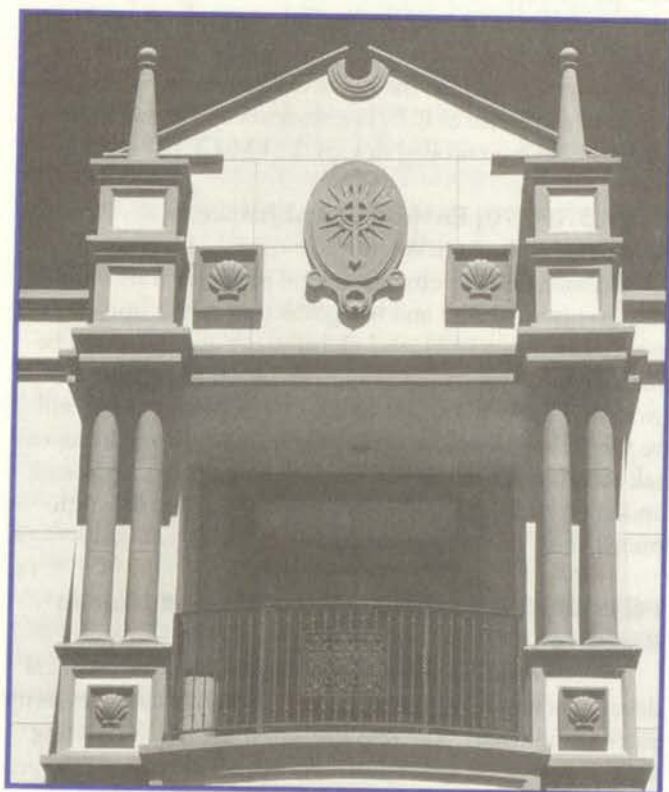
A case study of a current or a developing problem that threatens or prevents peace and/or justice. The case study will integrate skills and perspectives acquired in the program. Student reflection on the Catholic tradition that sees peace as inseparable from justice will be expected. Assessment of learning outcomes in the program will be conducted. Prerequisite for the course is approval of a case study prospectus. Grading for the course is on a High-Pass/Pass/Fail basis.

Department of Environmental Studies

ENVI 312 [112] Introduction to GIS (3)

An overview of Geographic Information Systems (GIS), including its history, role in complex spatial analysis projects, and geographic data management. Related technologies such as global positioning system (GPS) and remote sensing also will be introduced. Laboratory exercises will emphasize digital cartography using ArcView software. Prerequisite: MATH 115.

MASTER OF ARTS IN PRACTICAL THEOLOGY



MASTER OF ARTS IN PRACTICAL THEOLOGY

The Practical Theology program is offered in the Department of Theology and Religious Studies and is designed for students who wish to investigate issues which emerge when Christian tradition confronts the perspectives and problems of contemporary life. Specifically, the discipline of Practical Theology explores ways in which one can be faithful both to the demands of biblical religion and to the challenges of participation in a pluralistic society.

The program offers professional training which enhances the student's ability to assume an active role in ecclesial communities or to function more effectively as ministers in the church. In conjunction with an advisor, each student designs a curriculum integrating various theological perspectives with the student's academic, professional, and personal needs.

REQUIREMENTS FOR THE DEGREE (33 Units)

All program courses must be completed with a minimum GPA of 3.00.

1. Required Ministry Course (3 units)

THEO 500 – Models of Ministry (3)

or

THEO 534 – Faith: Developmental Perspectives (3)

Ronald Pachence, PhD, Graduate Program Director, Professor

Helen deLaurentis, PhD, Coordinator, Associate Professor

María Pilar Aquino, STD, Associate Professor

Joseph Colombo, PhD, Professor

Kathleen Dugan, PhD, Professor

Orlando Espín, ThD, Professor

Russell Fuller, PhD, Associate Professor

Florence Gillman, PhD, STD, Professor

Evelyn Kirkley, PhD, Associate Professor

Dennis Krouse, STD, Professor

Elaine MacMillan, PhD, Assistant Professor

Gary Macy, PhD, Professor

Lance Nelson, PhD, Associate Professor

Maria Pascuzzi, STD, Assistant Professor

Patricia Plovonich, PhD, Assistant Professor

Norbert Rigali, SJ, PhD, (Emeritus) Professor

Karma Lekshe Tsomo, PhD, Assistant Professor

2. Scripture Series (at least 3 units)

THEO 510 – New Testament Studies (3)

THEO 511 – Introduction to the Hebrew Bible (3)

THEO 512 – Themes in Biblical Theology (1-3)

THEO 513 – Topics in Hebrew Scripture (1-3)

THEO 514 – Topics in New Testament Studies (1-3)

THEO 515 – The World of the Bible (1-4)

Note: THEO 516, 517, 518, 519, 520, and 521 are cross-listed with upper-division undergraduate scripture courses with the names and content. THEO students may take these courses for *elective* credit toward fulfillment of their degree requirements only when the course is being taught by resident faculty. Additional research will be required of THEO students.

3. Theology (both courses required, 6 units total)

THEO 532 – Christology (3)

THEO 536 – Christian Anthropology (3)

4. Ethics (at least 3 units)

THEO 535 – Christian Social Justice (3)

THEO 550 – Foundational Ethics (3)

THEO 551 – Christian Social Ethics (3)

5. Field Experience (both courses required, 4 units total)

THEO 592 – Supervised Field Experience I (2)

THEO 593 – Supervised Field Experience II (2)

6. Electives (14 units)
To be selected in consultation with the THEO program coordinator.
7. Comprehensive Examination
To be taken no sooner than the final semester of study, and no later than one year after all other degree requirements have been satisfied. The level of performance required in the comprehensive examination is 3.00 on a 4.00 scale. The formal grade is Pass or Fail.

COURSES

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

THEO 500 [PT 200] Models of Ministry (3)

An examination of the ways in which Christian ministers conceive their tasks and the assumptions which ground different approaches to ministry. Includes an introduction to resources in the field.

THEO 510 [PT 210] New Testament Studies (3)

An introduction to the religious literature of the earliest churches as preserved in the New Testament. This course examines those documents which have had the most profound effect on the character and development of the church and includes readings in modern New Testament criticism.

THEO 511 [PT 211] Introduction to the Hebrew Bible (3)

An introduction to the history of ancient Israel, through a literary-historical analysis of the biblical text, with selected readings from the Jewish Bible which is the Christian Old

Testament. The course provides the student with adequate tools to pursue further study of the Hebrew Bible.

THEO 512 [PT 212] Themes in Biblical Theology (1-3)

A theological study of selected themes in Hebrew Scripture and/or in the New Testament; e.g., the problem of evil, understandings of faith and redemption, images of God, biblical morality, human suffering, eschatology, biblical religion and culture.

THEO 513 [PT 213] Topics in Hebrew Scripture (1-3)

In this course, students focus on particular writings in Hebrew Scripture; e.g., the Pentateuch, Prophetic literature, the Wisdom tradition, Psalms, or apocalyptic.

THEO 514 [PT 214] Topics in New Testament Studies (1-3)

A study of selected writers or categories of New Testament literature; e.g., the Synoptic Gospels, Luke-Acts, the Johannine corpus, the letters of Paul, the Pastoral Epistles.

THEO 515 [PT 215] The World of the Bible (1-4)

An opportunity for on-campus study of sites sacred to Jews and Christians with the option, when offered, to extend the study abroad for additional units under the supervision of an instructor. The course focuses on one or more of four sites: the Holy Land, Asia Minor, Greece, and Rome. *Students who choose the travel option are responsible for all expenses incurred by their tour.*

THEO 516 [PT 216] The Pentateuch: Jewish and Christian Roots (3)

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of

ADDITIONAL REQUIREMENTS FOR ADMISSION

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring, Summer
APPLICATION DEADLINES	See page 27
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale) in the last 50% of baccalaureate course work
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSE WORK	At least 12 undergraduate units in religion
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Pre-application Interview with PT Coordinator or Director to review applicant's experience, academic background, and suitability for the program.

their composition and their theological contributions to Judaism and Christianity.

THEO 517 [PT 217] The Prophetic Tradition of Israel (3)

A study of Old Testament prophets in their historical, social, and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world.

THEO 518 [PT 218] Matthew and Mark (3)

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first two Gospels.

THEO 519 [PT 219] The Writings of Luke (3)

A study of the Gospel of Luke and Acts of the Apostles. This course studies Luke's interpretation of the sayings and deeds of Jesus as handed down by the early Christian community and his theological history of the early church.

THEO 520 [PT 220] Pauline Theology (3)

A study of the Pauline writings and theological thought. Major themes are reviewed with respect to their applications to present-day Christian life.

THEO 521 [PT 221] Johannine Theology (3)

A study of the Johannine writings, particularly the Gospel. Some of the major themes examined are Christology, Trinitarian doctrine, and eschatology.

THEO 532 [PT 232] Christology (3)

A study of major themes in Christology from their statement in scripture through the early Christological controversies. The course also attempts to provide students with a balanced approach to theologies of Christ which will help them to understand and interpret contemporary debates over the nature, person, and work of Jesus, the Christ.

THEO 533 [PT 233] Developments in Ecclesiology (3)

A study of the biblical foundations for the community called church, the historical and theological forces which have shaped the church's self-understanding, and contemporary developments in ecclesiology. Special emphasis is given to the church in transition in the wake of post-Vatican II debates regarding the nature and function of institutional religion.

THEO 534 [PT 234] Faith: Developmental Perspectives (3)

A study of the development of faith in relation to psycho-social development. An investigation of the meaning and relationship of such concepts as mature faith, self-actualization, personal integrity, and psychological maturity. Implications for ministry are discussed.

THEO 535 [PT 235] Christian Social Justice (3)

An exploration of the theological, Christological, and ecclesiological foundations of social justice from the Christian perspective including its historical developments, contemporary understandings, major principles, themes and tasks. Issues of concern such as economic and cultural globalization, migration, ethnic conflict, ecology, and wo/men's inequality are also covered. Attention is given to the social teachings of Roman Catholicism and the World Council of Churches.

THEO 536 [PT 236] Christian Anthropology (3)

A discussion of Christian approaches to what characterizes authentic human personhood. Course topics include a study of divine revelation in history and through the scriptures; concepts of God, grace, and sin; theories of redemption and eschatology; personal faith and the faith communities; human freedom; love; and the place of Jesus in defining the meaning of human existence.

THEO 540 [PT 240] Issues in Early and Medieval Church History (3)

An exploration of critical issues in the history of the early and medieval Christian churches (covering the first through fifteenth century) with special emphasis on how these issues relate to contemporary theological and pastoral concerns.

THEO 541 [PT 241] Issues in Reformation and Modern Church History (3)

An exploration of critical issues in the history of the Reformation and modern Christian churches (covering the fifteenth through twentieth century) with special emphasis on how these issues relate to contemporary theological and pastoral concerns.

THEO 542 [PT 242] Religion in America (3)

The history and theological contributions of the various religious traditions which have flourished in the United States with special emphasis on American Protestant communities.

THEO 545 [PT 245] The Catholic Church in America (3)

An examination of the origins and development of American Catholicism; a theological and ecclesiological reflection on the history of the American Catholic church focusing on its unique characteristics and possible contributions to the universal church.

THEO 548 [PT 248] U.S. Latino Catholicism (3)

A survey of the main contours of an authentic U.S. Latino Catholicism, as it is lived by first, second, and third generation Latinos, and compared with both Euro-American and Latin American Catholicisms. Special emphasis is given to the history and role of "popular" Catholicism in defining U.S. Latino religion, cultures, and world views.

THEO 550 [PT 250] Foundational Ethics (3)

An inquiry into the principles and foundational structures of morality through critical analysis of various approaches to understanding Christian life.

THEO 551 [PT 251] Christian Social Ethics (3)

A study of contemporary socio-ethical questions in light of Christian tradition and theology.

THEO 560 [PT 260] Themes in Asian Spirituality (3)

An introduction to the spiritual traditions of India, China, and Japan. Themes include: world-view and salvation process, asceticism, meditation, ritual and prayer, the religious personality, and the religious educator. The course examines several classic texts in translation.

THEO 561 [PT 261] Themes in Western Spirituality (3)

A critical analysis of texts and practices representative of Western traditions of spirituality. The course emphasizes individual research in a selected area.

THEO 562 [PT 262] Themes in Latino Spirituality (3)

An investigation of fundamental questions about the changing world view and daily realities of first, second, and third generation Latinos. The role of religion, institutional and popular, and religious symbols, the importance of family and of community, the confrontations with the culture of modernity, the changing denominational landscape, and other specific themes are discussed. Pastoral approaches to these phenomena are suggested.

THEO 563 [PT 263] Native American Spiritual Traditions (3)

A study of Native American spiritual traditions and the meaning of these traditions for Christians. Special consideration is given to native cultures including respect for the cosmos, religious rituals, and the role of story in daily life.

THEO 564 [PT 264] Jewish Faith and Practice (3)

An introduction to the theological and cultural foundations of Judaism, and their influence on Jewish faith and practice today.

THEO 570 [PT 270] Sacramental Theology and Celebration (3)

A theological and historical study of sacramental worship in the Catholic church and an examination of strategies for effective planning of liturgical celebrations with reference to the ethnic and cultural plurality of American Catholic parishes.

THEO 580 [PT 280] Theological Topics in Christian Ministry (1-3)

A discussion of the practical implications of the church's teachings for ministers in a variety of settings. Topics include interpretations of doctrines which pertain to sin, salvation, conversion, sexuality, war and peace,

authority, ecumenical outreach, worship, sacraments, and biblical hermeneutics.

THEO 581 [PT 281] Professional Topics in Ministry (1-3)

A case-study approach to typical issues which professional ministers encounter in their work. Topics include styles of leadership, roles of people in organizations, communication skills, recruiting and supervising volunteers, and ministry in specialized settings.

THEO 582 [PT 282] Selected Problems in Christian Ministry (1-3)

An investigation of selected issues of importance to parish ministers and religious educators. Topics include the relationship of laity to hierarchy in the church; the situation of alienated Christians; canon law, particularly as it affects married life, ecumenical concerns, and Catholic education; leadership and authority; and the implications of post-Vatican II ecclesiology for those who minister in the church.

THEO 583 [PT 283] Colloquium: Spirituality and Social Justice Concerns (1-3)

A topical discussion of issues emerging from the congruence of spiritual and ethical concerns, traditional and contemporary paths of spirituality, theologies of liberation, and the post-Vatican II debate over the role of the universal church and the priesthood of the people.

THEO 584 [PT 284] Gender Studies: Topics (1-3)

An investigation of selected issues regarding gender roles in the various religious traditions of the world.

THEO 592 [PT 290] Supervised Field Experience I (2)

Supervised experience in some area of confessional Christian ministry, such as education, chaplaincy, parish work, media, etc. Programs are designed individually with each student. Pass/Fail grading option only. Prerequisite: Completion of at least 18 units including THEO 500.

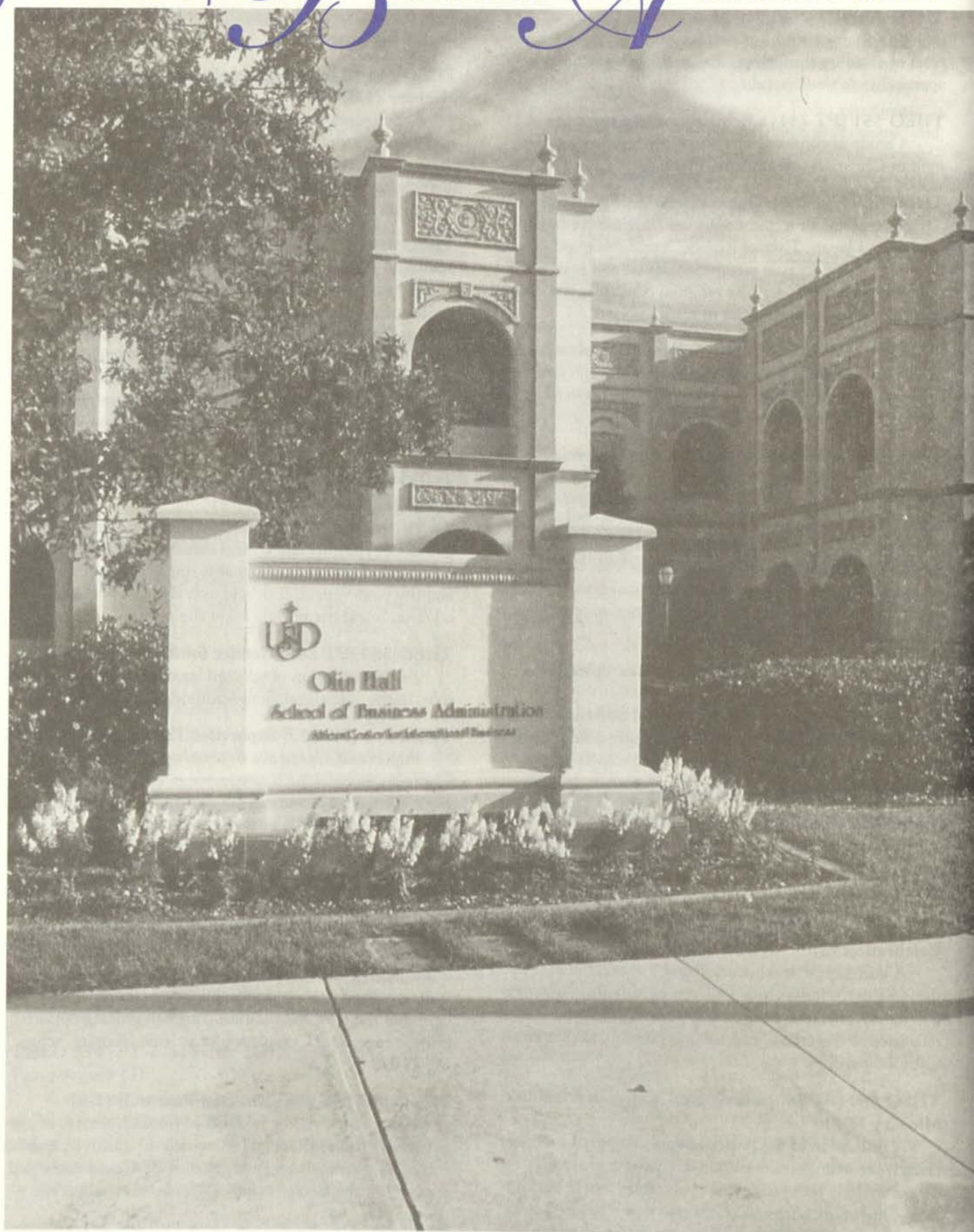
THEO 593 [PT 291] Supervised Field Experience II (2)

Supervised experience with an organization dealing with issues of social concern, such as food and housing for the poor, drug and alcohol rehabilitation, spousal and child abuse, AIDS ministry, racial and ethnic discrimination, etc. Programs are designed individually by the student and the host organization. Pass/Fail grading option only. Prerequisite: Completion of at least 18 units including THEO 500.

THEO 599 [PT 299] Directed Research (1-3)

An opportunity for students to research a topic of particular interest to them and to write a substantive paper on this topic. Prerequisite: Permission of PT Coordinator and approval of the faculty member who agrees to supervise the project.

School of Business Administration



PROGRAMS

Master of Business Administration	79
International Master of Business Administration	83
Master of Science in Information Technology	85
Joint Degree Programs	85
Dual Degree Programs	87
Graduate Accountancy Programs	95
Master of Science in Executive Leadership	104
Master of Science in Global Leadership	108
Master of Science in Real Estate	111
Master of Science in Supply Chain Management	114

ADMINISTRATION AND FACULTY

Administration

Mohsen Anvari, PhD
Dean

Andrew T. Allen, PhD
Associate Dean

Carmen M. Barcena, EdD
Assistant Dean

Christopher M. Redo, MBA
Assistant Dean, External Relations

Jane Usatin, PhD
Director, Undergraduate Business
Programs

Graduate Programs

*Master of Science in Accountancy and Financial
Management*

Loren L. Margheim, PhD, CPA
Academic Co-Director

Diane D. Pattison, PhD
Academic Co-Director

Master of Business Administration

Dirk S. Yandell, PhD
Academic Director

Kenneth J. Marra, MS, MBA, PhD (cand.)
Administrative Director

Master of International Business Administration

Denise Dimon, PhD
Academic Director

Master of Science in Executive Leadership

Gary G. Whitney, PhD
Academic Director

Kurt Gering, MEd, MBA (cand.)
Administrative Director

Master of Science in Global Leadership

Craig B. Barkacs, MBA, JD
Academic Director

P. Robert Martin, EdD
Administrative Director

Master of Science in Information Technology

Carl M. Rebman Jr., PhD
Academic Director

Kenneth J. Marra, MS, MBA, PhD (cand.)
Administrative Director

Master of Science in Real Estate

Elaine M. Worzala, PhD
Academic Advisor

Lisa Chambers, MBA
Associate Director

Master of Science in Supply Chain Management

Simon Croom, PhD
Academic Director

Kerry Kilber
Administrative Director

Centers and Institutes*Accountancy Institute*www.sandiego.edu/sbaaccounting

Loren L. Margheim, PhD, CPA

Co-Director

Diane D. Pattison, PhD

Co-Director

Ahlers Center for International Business<http://business.sandiego.edu/ib>

Denise Dimon, PhD

Director

Information Technology Management Institute<http://isec.sandiego.edu/itmi>

Carl M. Rebman Jr., PhD

Director

Leadership Institute for Entrepreneurswww.life.sandiego.edu

David Wyman, MBA

Director

Burnham-Moores Center for Real Estatewww.sandiego.edu/rei

Mark J. Riedy, PhD

Executive Director

Supply Chain Management Institute<http://scmi.sandiego.edu>

Simon Croom, PhD

Executive Director

David N. Burt, PhD

Chairman, SCMI Advisory Board

Faculty

Andrew T. Allen, PhD

Jean-Pierre Amor, PhD

Joan B. Anderson, PhD

Susan Ayers, PhD

Craig B. Barkacs, JD, MBA

Colleen Bee, PhD (cand.)

Dennis R. Briscoe, PhD

James M. Burns, DBA

Stephen Conroy, PhD

Curtis W. Cook, DBA

N. Ellen Cook, PhD

Simon Croom, PhD

Thomas M. Dalton, PhD, CPA

Shreesh D. Deshpande, PhD

Denise Dimon, PhD

Kokila Doshi, PhD

Seth R. Ellis, PhD

James W. Evans, PhD

Alan Gin, PhD

Donald L. Helmich, PhD

Charles F. Holt, PhD

Judith A. Hora, PhD, CPA

Johanna Steggert Hunsaker, PhD

Phillip L. Hunsaker, DBA

Robert R. Johnson, PhD

Timothy P. Kelley, PhD, CPA

Maria Kniazeva, PhD

Scott W. Kunkel, PhD

Marc Lampe, JD, MBA

C. David Light, PhD

Alyson Ma, PhD

Loren L. Margheim, PhD, CPA

Thomas O. Morris, PhD

Andrew Narwold, PhD

Diane Pattison, PhD

Cynthia M. Pavett, PhD

James T. Perry, PhD

Robert A. Phillips, PhD

Mario J. Picconi, PhD

Frank Pons, PhD

Manzur Rahman, PhD

Eugene J. Rathswohl, PhD

Carl Rebman, PhD

Daniel A. Rivetti, DBA

Miriam Rothman, PhD

Jonathan Sandy, PhD

Gary P. Schneider, PhD, CPA

James Smith, JD, PhD

Tyagarajan N. Somasundaram, PhD

William R. Soukup, PhD

Stephen Standifird, PhD

Steven Sumner, PhD

Charles J. Teplitz, DBA

Charles C. Tu, PhD

Vicente A. Vargas, PhD

Elizabeth Webb, PhD

Gary G. Whitney, PhD

Barbara Withers, PhD

Elaine Worzala, PhD

Dirk S. Yandell, PhD

Dennis P. Zocco, PhD

SCHOOL OF BUSINESS ADMINISTRATION

MISSION STATEMENT

The School of Business Administration is committed to developing socially responsible leaders and improving global business practice through innovative, personalized education and applied research.

GRADUATE PROGRAMS IN BUSINESS

The **Master of Science in Accountancy and Financial Management (MAFM)** is a flexible, multiple-track 30-unit program designed to meet the needs of a broad range of professionals, including those who seek to meet the 150-hour requirement to become a CPA. Each course meets over a concentrated five-week term, which enables students to accelerate their course of study to fit their learning or professional needs.

The **Master of Business Administration (MBA)** encompasses 49 units of academic study. Courses in the MBA program are offered during the evening. Students working full-time can complete the MBA on a part-time basis in the evening, usually within two to three years. Two summer sessions and a January Intersession are also offered to provide the shortest completion time possible. A thesis is not required and there are no comprehensive examinations. No specific undergraduate course prerequisites or fields of concentration are required.

The **International Master of Business Administration (IMBA)** encompasses 49 units of academic study. Courses in the International MBA program are offered during the day as part of a cohort for students attending on a full-time basis. The IMBA program can be completed in 12 or 15 months and incorporates opportunities for overseas study.

The **Master of Science in Information Technology (MSIT)** is designed for students who want careers managing information technology. The 10-course program includes a tools element, a breadth element, and a capstone element. The tools element includes courses in database design and management, computer networking, Web application programming, and information analysis. The breadth element includes ethics and law for online organizations, and a choice of marketing, project management, finance, and supply chain management electives. In the capstone experience students work individually with a faculty member in directed research projects such as proposals for e-business initiatives, business plans for implementing new IT, or detailed explorations of new developments in IT research.

The **Master of Science in Executive Leadership (MSEL)** is designed for senior executives and those aspiring to positions of seniority within their organizations. Offered in partnership with the Ken Blanchard Companies, a globally-recognized provider of leadership development, this innovative program combines the best

of contemporary leadership practices with interdisciplinary business skills and knowledge. The MSEL is comprised of 36 units of academic study delivered in an executive education format. The program is a cohort-based program where all students progress together through a series of 15 courses in slightly less than two years.

The **Master of Science in Global Leadership (MSGL)** program is designed for high-performing mid-level executives who have an established track record of success within their specific occupation. The MSGL is comprised of 31 units and is organized into class cohorts. Originally created to meet the needs of military officers with global responsibilities, this degree provides the academic foundation for both military and industrial leaders who seek to demonstrate effective leadership and management skills in the changing global arena.

The **Master of Science in Real Estate (MSRE)** degree offers an 11-month, 32-unit curriculum that develops the specialized skills needed by real estate professionals. Through an interactive approach, the program provides students with the leadership, communication, and interpersonal skills necessary to compete for real estate careers at the middle- to upper-management levels or become real estate entrepreneurs.

The **Master of Science in Supply Chain Management (MS-SCM)** is a Web-based program designed for high-performing managers and executives who have an established track record of success in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help their sponsoring firms progress to world-class supply chain management status, with significant improvement in their firms' profitability. This 36-unit program is offered online in a lock-step, cohort-based format and requires 26 months for completion.

CENTERS AND INSTITUTES

John Ahlers Center for International Business

The John M. Ahlers Center for International Business was founded in 1994 with a generous endowment from the estate of John and Carolyn Ahlers to enhance international business education at the University of San Diego. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for managers to be developed with special skills and knowledge to handle the challenges and opportunities of an international marketplace. The Ahlers Center provides a number of programs to strengthen and acquire this needed expertise among the faculty, students, and the business community. This has resulted in faculty with international expertise offering a variety of international courses and perspectives, students interested and experienced in international busi-

ness, and a strong network with international business leaders. These activities link faculty, students, and international business leaders to share ideas and develop knowledge to operate more effectively in a global business environment.

One activity of the Ahlers Center is the sponsorship and coordination of Study Abroad programs during Intersession and Summer Sessions. These programs allow graduate business students the opportunity, over a relatively short time period, to have a study abroad business-oriented experience. In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-in-Residence bringing business leaders to campus and the classroom. The Ahlers Center also invites distinguished international business faculty for special guest lectures or to offer courses as visiting faculty at USD.

All of these activities, and others, have created a Center of Excellence in International Business at the University of San Diego that permeates throughout the curriculum and into a variety of programs. For additional information about the Ahlers Center for International Business, visit the Web site at <http://business.sandiego.edu/ib>.

Burnham-Moores Center for Real Estate

The mission of the Burnham-Moores Center for Real Estate is to deliver outstanding education, industry outreach, and research services to advance socially responsible leadership in real estate. Our goals are a commitment to excellence and a dedication to developing a world-class reputation for high-quality real estate education; student career placement in a wide range of real estate related careers; pertinent applied research; and annual professional conferences that meet the needs of the commercial and residential professionals.

The Burnham-Moores Center for Real Estate consists of 10 faculty and staff and 12 affiliated faculty members. The Ernest W. Hahn Chair Policy Advisory Board, comprised of 25 senior business and real estate executives, provides overall policy guidance and financial support to the real estate program. The Commercial Real Estate Committee and the Residential Real Estate Committee consist of another 25 members each, totaling 75 industry leaders who serve as advisors to the program. These leaders offer their advice on curriculum development and conference topics, as well as job placement strategies, internships, and employment opportunities.

The University of San Diego has become one of 16 universities in the United States to offer a Master of Science degree dedicated to real estate. This program is a multi-disciplinary approach to real estate. It offers graduate students the opportunity to explore the many facets of the profession through an interactive approach using industry-based projects. The one-year master's degree is outstanding real estate education substantiated with individual student attention and career placement assistance.

Accountancy Institute

The Accountancy Institute was created to serve the educational and professional needs of the San Diego accounting community. The Institute offers a variety of personalized educational opportunities including the Tax Boot Camp, a Certificate in Financial Planning, and other continuing professional education programs.

These, as well as other networking and personal growth opportunities, are available to our current students, our alumni, and other San Diego professionals from the accounting community. The University of San Diego Accountancy Institute's commitment to personalized leadership and ethics continues through our variety of professional opportunities offered by our faculty.

Information Technology Management Institute

Created in 2002, the University of San Diego Information Technology Management Institute (ITMI) is committed to improving the ability of Information Technology/Systems organizations to attain their goals through applied research and innovative, personalized education and training programs designed to develop socially responsible Information Technology leaders and advisors.

The ITMI was created to achieve a broad set of purposes, including undergraduate and graduate courses in existing degree programs; new undergraduate and graduate degree programs; extracurricular activities and organizations for undergraduate and graduate students; non-credit courses, seminars, and continuing education opportunities for members of the business community; and a research agenda consistent with its mission. As such, the Institute is a portfolio of related programs housed in an entity that allows interested faculty to band together to offer these programs in an effective and responsive manner.

Leadership Institute for Entrepreneurs

The focal point of the Leadership Institute for Entrepreneurs (LIFE) is values-based breakthrough leadership along the entrepreneurial journey of life, consistent with "learning the art of breakthrough leadership." By breakthrough leadership, we are clearly reaching out to leaders of profits and nonprofits alike who are engaged in entrepreneurial dynamism, elevating their life journey onto the higher road of success, while always maintaining traction with our fundamental underlying ethos of social responsibility. A main thrust and rationale for LIFE is to create a new portfolio of programs and experiences that will enrich our learning community and improve their moral leadership capacity, while sustaining free enterprise.

The program of LIFE will introduce a broad set of initiatives consistent with the School of Business Administration's mission to promote socially responsible leadership. This program will center on four key pillars:

- Academic undergraduate and graduate courses in leadership;

- Research publications that enhance the art, wisdom, and practices of values-based breakthrough leadership;
- Customized and innovative Entrepreneurial Leadership courses in the executive education arena; and,
- Leadership conferences and forums.

An example of the critical role of leadership research and practice within USD is the recent introduction of Master of Science degree programs in Executive Leadership and in Global Leadership. Both the MSEL and MSGL have garnered widespread acclaim and strong student support since their inception. LIFE is a direct extension of this commitment by the School of Business Administration to the art and practice of socially responsible leadership.

Supply Chain Management Institute

The Supply Chain Management Institute (SCMI) is committed to the development of leading edge strategies and techniques in integrated supply, operations, and logistics management. SCMI focuses its efforts on three areas: Applied Research, Collaborative Relationships, and World-Class Education. The Institute disseminates its insight and practices through annual Forums. In striving to be the preferred source for individuals and companies seeking executive-level supply chain management education, SCMI provides an online Graduate Certificate in Supply Chain Management and an online Master of Science in Supply Chain Management. The Institute also supports the resident Master of Business Administration by providing an emphasis in Supply Chain Management.

SCMI provides students with opportunities to learn from leading practitioners in supply chain management through seminars on and off campus and access to forums of managers from across the world. The Institute also assists students and alumni with career placement through its annual Job Fair and year-round access to leading corporations with opportunities for both internships and long-term placement. The student division of the Institute, the Supply Chain Management Association (SCMA), also organizes tours to world-class facilities and opportunities for interacting with industry and professional organizations.

Supply Chain Management is a focal point for management investment and improvement. The faculty, staff, and students of SCMI are ready for the challenges that lie ahead. For additional information on SCMI, please visit the Web site at <http://business.sandiego.edu/scmi>.

GENERAL REQUIREMENTS OF THE SCHOOL OF BUSINESS ADMINISTRATION

Scholastic Standards

Students must complete all course requirements with an overall grade point average of at least 3.00 on a 4.00 scale. Use of the grades "A+" and "D" is not permitted in the graduate business programs. Also see page 39 for policies on academic probation and disqualification.

Transfer of Graduate Credit

Transfer of credit pertains to equivalent graduate courses completed at another accredited university or in another graduate program at USD, while the student is enrolled in a USD graduate business program. Petitions for transfer of credit must be approved prior to the course being taken. No more than 6 semester-units may be transferred into the MBA/IMBA/MSIT graduate programs. While USD is not Jesuit, it participates in the Association of Jesuit Colleges and Universities (AJCU) agreement to accept qualified students who have been accepted as fully-matriculating from any other participating AJCU member institution.

Non-Degree Special Students

Any interested individual holding a bachelor's degree from an approved and accredited institution may apply for Special Student Status and may, with permission of the Office of Graduate Admissions and the department or school involved, take up to 6 units of course work offered by the University of San Diego graduate programs. Exceptions to the 6-unit limit must have the recommendation of the program director and approval of the dean of the school in which the course is being offered. Some, but not all, departments will consider admission as a Special Student while the applicant is in the process of filing application documents. Admission and enrollment as a Special Student in no way obligates the department to admit an otherwise unqualified applicant. Special Students may be prohibited from enrolling in specific courses.

Course Prerequisites

Students are responsible for meeting all course prerequisites prior to enrollment in each course.

Responsibility of Students

Students enrolled in this program are responsible for adhering to all regulations, schedules, and deadlines outlined in this section, in the introductory sections of this *Bulletin*, and in any handbooks, contracts, or guideline sheets pertinent to this program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's advisor.

Waiver Administration and Conditions for Waiver

Core courses GSBA 502-506 and 510-511 in the MBA or IMBA program may be waived only by examination if the Administrative Director agrees that a sufficient knowledge base exists to warrant giving the examination. Waiver by examination may be attempted only once per course. A nonrefundable fee of \$100 is charged for each examination for waiver. GSBA 501 may not be waived. Contact the graduate office at (619)260-4840.

ADDITIONAL REQUIREMENTS FOR ADMISSION**SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS**

ENTRANCE SEMESTERS	MBA, IMBA, MSIT, MAFM: Fall, Spring, Summer MSEL, MSRE: August MSGL: January, May, September MS-SCM: February, July
APPLICATION DEADLINES	See page 27 Fall 2005 Filing Dates for IMBA: Priority Filing Date: March 1, 2005 Admission Final Filing Date: May 1, 2005 USD Financial Aid Deadline: May 1, 2005
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale)
STANDARDIZED ADMISSION TEST	GMAT TOEFL - International applicants only (minimum score of 237/580 required); See <i>English Proficiency and International Student Applicants</i> , page 28
REQUIRED COURSE WORK	No specific undergraduate course work required
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS FOR MBA, IMBA, MSGL, MSIT	Three appraisal forms or letters of recommendation At least two years of full-time work experience is expected for admission to the program. Deferred admission may be granted pending completion of two years full-time work experience; Additional consideration may be given to candidates with substantial business experience. Applicants who received their bachelor's degree from a non-U.S. educational institution must have their transcripts evaluated by the International Education Research Foundation (IERF) or World Education Services, Inc. (WES).

MASTER OF BUSINESS ADMINISTRATION

The School of Business Administration has been a leader in offering relevant, personalized management education for more than 30 years. At USD, there are several graduate business programs to choose from, the largest being the Master of Business Administration (MBA) program. USD's business programs are professionally accredited by AACSB International – The Association for the Advancement of Collegiate Schools of Business at both the graduate and undergraduate levels.

The MBA program at USD is designed to provide students with a broad, general, management-oriented graduate education with opportunities to emphasize in specific areas. Faculty employ a mix of lecture-discussion, cases, technology-mediated learning, field projects, simulations, and other learning strategies to ensure that graduates master not only the basic tools and theories of business, but can apply business know-how to real life professional experiences.

Small classes provide a supportive environment and year-round course offerings, internships, speakers' series, and study abroad programs offer students a variety of innovative learning opportunities. Students can complete the program full-time in 18 months, or can attend part-time and obtain their MBA in approximately two and one-half years.

The MBA program offers a broad-based integrative curriculum that prepares students to undertake mid-level and senior-level general management positions. The primary objectives are to develop a breadth of functional skills in teaming, collaboration, conflict management, cross-functional integration, process design, leadership, and analytical and critical thinking.

Students receive thorough training in business processes that will equip them for decision-making responsibilities in business, governmental, and nonprofit organizations. With the approval of the Director and subject to the program requirements of specific areas of emphasis, students may take as electives a maximum of 6 units of course work from the USD School of Law or other USD graduate programs.

REQUIREMENTS FOR THE MBA DEGREE

All courses are 3 units except for GSBA 510 and 511 which are 2 units each; Prerequisites are indicated in parentheses.

I. Core Courses (all required)

- GSBA 501 – Organizational Concepts and Techniques (must be taken first semester)
- GSBA 502 – Information and Analysis (501 or concurrent)
- GSBA 504 – Customers and Markets (501 and 502 or concurrent)
- GSBA 505 – Financial Management and Analysis (510 and 511)
- GSBA 506 – Operational Processes (502)

- GSBA 510 – Financial Accounting (501 or concurrent)
- GSBA 511 – Managerial Accounting (501 or concurrent, and 510)

II. Breadth Courses (all required)

- GSBA 507 – Global Business Environment (501 or concurrent)
- GSBA 508 – Law and Ethics in the Business Environment (501 or concurrent)
- GSBA 509 – Managerial Decision-Making (502, 510, and 511)

III. Capstone Course (take one in last semester, 3 units)

- GSBA 590 – Strategic Management
- GSBA 591 – International Strategic Management
- GSBA 592 – Strategy Simulation (with approval of instructor)

IV. Program Electives (18 units)

- A maximum of 12 units may be selected from one area (Marketing, Finance, Management, etc.)
- Program electives may be used to fulfill emphasis requirements and may count towards more than one emphasis.

Total Units for the MBA: 49

Accountancy

See *Accountancy Emphasis*, page 82.

Finance and Real Estate

- GSBA 520 – Seminar in Financial Management (505)
- GSBA 521 – Seminar in Investments (505)
- GSBA 522 – Advanced Seminar in Finance and Investments (521)
- GSBA 523 – International Financial Management (505)
- GSBA 524 – Financial Management for New Ventures (505)
- GSBA 525 – Real Estate Finance and Investment (505)
- GSBA 526 – Real Estate Markets, Financing, and Institutions (505)
- GSBA 527 – Real Estate Law, Ethics, and Public Policy (505)
- GSBA 528 – Business Cycles and Forecasting (502)
- GSBA 529 – Financial Management of Electronic Business Ventures
- MAFM 510 – Applied Corporate Finance
- MAFM 522 – Investment Planning and Risk Management

Management

- GSBA 530 – Human Resources Management (501)
- GSBA 531 – International Human Resources Management (501)

- GSBA 532 – International Comparative Management (501)
- GSBA 533 – Organization Change and Design (501)
- GSBA 534 – Values, Ethics, and Corporate Culture (508 or 583)
- GSBA 535 – Leading High-Performing Teams (501)
- GSBA 536 – Executive Career Development (501)
- GSBA 537 – Entrepreneurship and Intrapreneurship (503)
- GSBA 538 – Management of High Technology Organizations (503)

Marketing

- GSBA 550 – Marketing Research (504)
- GSBA 551 – Seminar in Consumer Behavior (504)
- GSBA 552 – Promotional Strategy (504)
- GSBA 553 – International Marketing (504)
- GSBA 554 – Strategic Marketing (504)
- GSBA 555 – Services Marketing (504)
- GSBA 556 – New Product Development (504)

Supply Chain Management

- GSBA 560 – Supply Chain Systems (506)
- GSBA 561 – Supply Chain Management (506)
- GSBA 562 – Strategic Cost Management (510 and 511, may be concurrent)

Operations, Information, and Technology

- GSBA 570 – Program/Project Management (502)
- GSBA 571 – Tools for the Program/Project Manager (501 and 570, or instructor approval)
- GSBA 572 – Quality Management (506)
- GSBA 575 – Information Systems Analysis and Design (502)

International Business

- GSBA 581 – International Trade and Commerce (501)
- GSBA 582 – International Business Negotiations (501)
- GSBA 583 – International Business Law and Ethics (501)
- GSBA 585 – Business Environment of Asia and the Pacific Rim (501)
- GSBA 587 – Latin American Business Environment (501)

Information Technology and Electronic Commerce

- MSIT 526 – Data Communications and Networks
- MSIT 537 – Information Systems Design and Development
- MSIT 542 – Database Management
- MSIT 554 – Introduction to Electronic Commerce
- MSIT 569 – Ethics and Law for Online Organizations
- MSIT 573 – Information Technology Project Management
- MSIT 584 – Decision Support Systems
- MSIT 588 – Web Site Design and Management

Special Studies

- GSBA 594 – Special Topics
- GSBA 597 – International Studies
- GSBA 598 – Internship (completion of all core and breadth courses and approval of instructor)
- GSBA 599 – Special Studies

AREAS OF ELECTIVE EMPHASIS

Students in the MBA program may focus their electives on one or more areas of emphasis. To graduate with an emphasis, students must either complete three elective courses (9 units) within one functional area (i.e., accounting, finance, management, or marketing) or meet the requirements in one of the cross-functional areas (i.e., International Business, Project Management, Real Estate, Supply Chain Management, Electronic Commerce, Information Technology, Venture Management, or Nonprofit Leadership and Management).

Supply Chain Management Emphasis

Supply Chain Management is a core competence at world-class firms. The principal benefit of supply chain management is the generation of a sustainable competitive advantage. A firm's supply chain extends from the end customer back through the firm's distributors, the firm itself, its suppliers, and their suppliers. Supply chain management focuses on the design, development, and management of relationships, both inside the firm and with the firm's supply world. These relationships are essential to ensure a smooth flow of quality goods, services, and technology which optimizes end customer satisfaction. The program integrates three key legs: procurement, logistics, and information systems. Students also will be able to participate in the activities of the Supply Chain Management Institute.

The Supply Chain Management emphasis is based on a three-course series. Students must observe all prerequisites. No emphasis courses may be waived.

Part A: Emphasis Courses (6 units)

- GSBA 560 – Supply Chain Systems (506)
- GSBA 561 – Supply Chain Management (506)

Part B: Choice of one of the following (3 units)

- GSBA 562 – Strategic Cost Management (510 and 511, may be concurrent)
- GSBA 570 – Program/Project Management (502)
- GSBA 582 – International Business Negotiations (501)

Project Management Emphasis

The Project Management emphasis is designed to provide students with the organizational and quantitative skills required to manage a program rather than in a functional management environment. Such skills include managing the development of new products or systems, and project management for new services. The products or sys-

tems involved are often large, costly, and complex. Development and delivery is often undertaken with compressed time schedules and significant resource constraints. To be successful, a program manager must effectively select, organize, and use resources from a wide variety of functional areas. Because these projects often involve the development and delivery of new products or services, their success or failure may be critical to the firm's ability to respond to threats or opportunities in the market.

The Project Management emphasis is a three-course series from the graduate business electives. Students must observe all prerequisites. No emphasis courses may be waived.

Part A: Emphasis Courses (6 units)

GSBA 570 – Program/Project Management (502)

GSBA 571 – Tools for the Program/Project Manager (570, may be concurrent)

Part B: Choice of one of the following (3 units)

GSBA 533 – Organization Change and Design (501)

GSBA 535 – Leading High-Performing Teams (501)

GSBA 556 – New Product Development (506)

GSBA 561 – Supply Chain Management (506)

GSBA 572 – Quality Management (506)

GSBA 582 – International Business Negotiations (501)

Real Estate Emphasis

The Real Estate emphasis offers forward-looking, risk-oriented students the opportunity to focus several of their elective options on an expanding series of offerings in real estate. Volume and technology drive this rapidly changing industry. Management, financial and legal analysis, customer service, and entrepreneurial skills must be leading-edge. The growing number of electives in real estate will assure students that the management fundamentals learned in the MBA program can be applied successfully in the residential and commercial real estate finance, development, and investment industries. Students also will be able to participate in the activities of the Institute for Real Estate and Regional Development.

The Real Estate emphasis is a three course series. Check for new offerings before planning your curriculum. Students must observe all prerequisites. No emphasis courses may be waived.

Emphasis Courses (9 units)

GSBA 525 – Real Estate Finance and Investment (505)

GSBA 526 – Real Estate Markets, Financing, and Institutions (505)

GSBA 527 – Real Estate Law, Ethics, and Public Policy (505)

Venture Management Emphasis

The Venture Management emphasis is designed to prepare students for roles in management that require skills in managing organizations through periods of anticipated orga-

nizational turbulence. The reduction of attendant risk and the containment of resource costs are intended to be the outcome of this effort. Such periods may include significant start-up activities, periods of rapid growth or expansion, and major shifts in product mix or marketplace presence. This program emphasizes the key role that the manager plays in the successful development and execution of appropriate operational responses to opportunities.

The Venture Management emphasis is a three-course series. Students must observe all prerequisites. No emphasis courses may be waived.

Emphasis Courses (9 units)

GSBA 524 – Financial Management for New Ventures (505)

GSBA 537 – Entrepreneurship and Intrapreneurship (510 and 511)

GSBA 556 – New Product Development (504)

International Business Emphasis

The International Business emphasis offers the MBA student the opportunity to gain international expertise by selecting electives that emphasize international topics. The need for managers with a global perspective continues to grow as international trade and overseas markets become increasingly important.

The International Business emphasis is a three-course series. Students may select from the courses below. All prerequisites must be observed.

Emphasis Courses (9 units)

GSBA 523 – International Financial Management (505)

GSBA 531 – International Human Resources Management (501)

GSBA 532 – International Comparative Management (501)

GSBA 553 – International Marketing (504)

GSBA 581 – International Trade and Commerce (501)

GSBA 582 – International Business Negotiations (501)

GSBA 583 – International Business Law and Ethics (501)

GSBA 585 – Business Environment of Asia and the Pacific Rim (501)

GSBA 587 – Latin American Business Environment (501)

GSBA 594 – Special Topics in International Business

GSBA 597 – International Studies

Information Technology Emphasis

The Information Technology emphasis is designed for students who have an interest in information technology. Organizations of all sizes continue to invest heavily in information technology and e-business initiatives. Managing IT effectively requires a combination of business strategy understanding, business management skills, and technical knowledge. Students interested in IT can also enhance their educational experience by participating in USD's Information Technology Management Institute.

Students may select three courses from the following list:

- GSBA 560 – Supply Chain Systems
- MSIT 526 – Data Communications and Networks
- MSIT 537 – Information Systems Design and Development
- MSIT 542 – Database Management
- MSIT 554 – Introduction to Electronic Commerce
- MSIT 569 – Ethics and Law for Online Organizations
- MSIT 573 – Information Technology Project Management
- MSIT 584 – Decision Support Systems
- MSIT 588 – Web Site Design and Management

Electronic Commerce Emphasis

The Electronic Commerce emphasis is designed for students who have an interest in Internet-based business. The Electronic Commerce emphasis is based on a three-course series.

Part A: Emphasis Course (3 units)

- MSIT 554 – Introduction to Electronic Commerce

Part B: Choice of two of the following (6 units)

- GSBA 529 – Financial Management of Electronic Business Ventures
- GSBA 560 – Supply Chain Systems (506)
- MSIT 526 – Data Communications and Networks
- MSIT 537 – Information Systems Design and Development
- MSIT 569 – Ethics and Law for Online Organizations
- MSIT 573 – Information Technology Project Management
- MSIT 588 – Web Site Design and Management

Accountancy Emphasis Option 1 – General Accountancy (9 units minimum)

This General Accountancy emphasis option is for MBA students who do not have undergraduate accounting degrees and desire only a general accountancy elective emphasis. Students interested in this option should consider the following courses:

- GSBA 512 – Taxes in Business Decisions (510 and 511)
- MAFM 530 – International Financial Analysis and Reporting (GSBA 510 and 511, or ACCT 300, or equivalent)
- MAFM 540 – Controllershship and Cost Management (GSBA 510 and 511, or ACCT 302, or equivalent)
- MAFM 551 – Accounting Software Selection and Implementation (GSBA 510 and 511, or ACCT 303, or equivalent)

Students may replace any of the above recommended courses with another MAFM-prefixed course for which they have met the prerequisites. The Director of the MBA program must approve course substitutions.

Accountancy Emphasis Option 2 – Specialized Accountancy (9 units minimum)

This Specialized Accountancy Emphasis option is for MBA students with an undergraduate accounting degree or extensive accounting and financial management work experience.

For this emphasis, students may select a minimum of 9 units of MAFM courses numbered MAFM 510 or higher which meet their career goals. Students may complete up to approximately 12 units of MAFM courses as their MBA electives. However, students should consult with their MBA advisor to determine the specific courses for which they have met the prerequisites and the maximum number of MAFM units that may be completed within the MBA program guidelines.

MBA students in this emphasis option who have an undergraduate accounting degree may also request that their core required MBA accountancy courses (i.e., GSBA 510 and 511) be replaced with an appropriate MAFM-prefixed substitute course. Students should consult with the MBA Programs Office to determine the availability of this course substitution.

Nonprofit Leadership and Management Emphasis

The Nonprofit Leadership and Management program is an integrated course of study melding state-of-the-art leadership theory with cutting-edge management models, strategies, and tools designed to produce thoughtful, effective nonprofit leaders. It is designed for professionals who have an interest in developing their skills in an academically rigorous setting.

The program is available in two forms: as a 36-unit Master of Arts degree or as a 49-unit MBA/Nonprofit Specialization. Twelve units are required to complete this emphasis as indicated below:

Required Course (3 units)

- EDLD 501 – Nonprofit Management Fundamentals

Additional Courses (9 units)

Students must choose 9 additional units from the following list in consultation with the MBA Programs Office; units are listed in parenthesis; students must register for courses directly with the School of Education.

- EDLD 500 – Research, Design, and Evaluation of Nonprofit Programs (4)
- EDLD 503 – Nonprofit Finance (3)
- EDLD 506 – Resource Development (3)
- EDLD 507 – Community Organizing and Change (3)
- EDLD 509 – Legal Issues for Nonprofit Leaders (1)
- EDLD 510 – Board Management and Leadership (1)
- EDLD 511 – Strategic Planning and Positioning (2)
- EDLD 512 – Beyond Collaboration (1)

EDLD 513 – Advocacy Skills and Strategies (2)
 EDLD 516 – Related Business Development (2)
 EDLD 517 – Capital and Endowment Campaign Planning (2)

Course descriptions, sample syllabi, and course schedules are available on the program Web site at www.sandiego.edu/nonprofit.

INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION

USD's School of Business Administration was one of the first business schools in the country to establish a master's level degree program to focus on international business. Our faculty, who have a wide variety of teaching, research, and work experience in many different countries, strongly supports the international emphasis. In our International MBA degree program, global issues are woven throughout the curriculum and are examined in every course. Our small classes, student and faculty interaction, as well as team learning, all form integral and unique parts of our international business learning experience.

The International MBA is a full-time program which can be completed in 12 or 15 months. The structure of the program is flexible: students can participate in a semester exchange program, complete an internship with an international company in the United States or abroad, or participate in an intensive language program. In this program, even the traditional business foundation courses – such as marketing, management, finance, and accounting – have an international focus.

In addition to the program's many international study opportunities, the degree requires students to participate in an international consulting practicum. Each student works with a team of other students to perform a consulting project for an international company.

The international educational experience at USD is enriched by not only our international student body, but also by the opportunities provided by the John Ahlers Center for International Business. The Ahlers Center sponsors study abroad opportunities of varying lengths in countries on four continents. In addition, the Center hosts Visiting International Distinguished Faculty/International Executives-in-Residence and sponsors a variety of events and speakers on global issues.

The International MBA program develops managers with a global orientation and the professional skills they need to succeed in the international marketplace. This program is designed for students interested in leadership roles in international organizations based in any country in the world. In addition to a strong grounding in international business, the International MBA degree provides students with interdisciplinary training in international law, as well as exposure to political, cultural, and ethical perspectives on business.

The program begins two weeks prior to the regular semester calendar to allow for completion of the International Core Courses during the first semester.

REQUIREMENTS FOR THE INTERNATIONAL MBA DEGREE

Prerequisites are indicated in parentheses.

I. International Core Courses (all required, 19 units)

GSBA 501 – Organizational Concepts and Techniques
 GSBA 502 – Information and Analysis (501)
 GSBA 504 – Customers and Markets (501, 502)
 GSBA 505 – Financial Management and Analysis (503)
 GSBA 506 – Operational Processes (502)
 GSBA 510 – Financial Accounting (501)
 GSBA 511 – Managerial Accounting (510)

II. International Breadth Courses (all required, 15 units)

GSBA 523 – International Financial Management (505)
 GSBA 532 – International Comparative Management (501)
 GSBA 553 – International Marketing (504)
 GSBA 581 – International Trade and Commerce (501)
 GSBA 583 – International Business Law and Ethics (501)

III. International Practicum (3 units)

The international practicum is designed to provide students with the opportunity to apply knowledge of business operations in the context of the cultural, economic, and political climate of other countries. The practicum is an international consulting project with a field-based experience.

IV. Capstone Course (to be taken during the final regular semester, 3 units)

GSBA 591 – International Strategic Management

V. Electives (9 units)

Courses at USD: There are a wide variety of elective courses. You may also select a concentration by taking three electives in one area. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the School of Business Administration, permission must also be obtained

from the Director of the graduate program. See the appropriate section of this *Bulletin* or the *School of Law Bulletin* for information about course offerings outside the School of Business Administration. Prerequisites for all elective courses must be observed.

Courses Abroad: Electives (as well as the International Courses) can be taken in the study abroad programs sponsored by the John Ahlers Center for International Business. These courses can also be taken at one of our partner universities for a semester study abroad experience.

Internship: An internship may be for course credit and must be approved by our International MBA advisor. This requirement ensures that the work experience has relevance to the International MBA program. The term of the work experience must exceed two months unless otherwise approved your advisor.

VI. Language

Students are required to demonstrate "Mid-Intermediate" or higher on the ACTFL Scale oral competence in one language other than English.

VII. Work Portfolio

The work portfolio requirement is included as part of the International MBA program to assist students in accumulating examples of their graduate work which would be useful in their career pursuits. Although graduate faculty may offer insight as to what is appropriate to include in the work portfolio, it is the students' responsibility to select projects that are representative of their best work by

the time they finish the capstone course. Portfolios will be reviewed by a faculty committee and must be submitted two months prior to graduation. The following are examples of items that could be included in a portfolio.

- Current resumé
- Formal research paper using secondary sources (library)
- Formal research paper using primary data sources (survey, interview, etc.)
- Videotape of their own oral presentation
- Software creation: Web page, video production, advertisement, computer slide production, spreadsheet, database, or other suitable software
- Complex problem solution based on real situation or case study
- Community service

Total Units: 49

For additional information on the International MBA program please contact:

Administrative Director, International MBA
University of San Diego
5998 Alcalá Park
San Diego, CA 92110-2492
Phone: (619)260-4896
Fax: (619)260-4198
E-mail: imba@sandiego.edu

SAMPLE 15 - MONTH SCHEDULE

First Semester (Mid-August - December)

Integrated international foundation courses:

- Organizational Concepts and Techniques
- Information and Analysis
- Financial Accounting
- Managerial Accounting
- Customers and Markets
- Financial Management and Analysis
- International Trade and Commerce

Intersession (January)*

International Practicum – select from a consulting project in:

- Brazil
- Mexico
- China
- Peru
- South Africa

*international locations vary

Second Semester (February - May)

International Courses and/or Electives at:

1. USD,
2. in a semester study abroad program with one of our many partners, or
3. an international internship

Summer Session (June - August)*

International Courses and/or Electives in USD's summer abroad programs:

- China
- Spain
- Czech Republic
- Germany
- Argentina
- Russia

Third Semester (September - December)

International courses and/or Electives

International Strategic Management

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Master of Science in Information Technology (MSIT) is a 10-course program. It is a highly focused graduate business program designed for:

- Persons with technical backgrounds who seek knowledge and skills in the application and management of IT to business processes
- Businesspersons with recent undergraduate degrees and some business experience who seek a focused area of specialization in IT management
- Professionals with expertise in non-business disciplines who seek a change in career focus
- Managers holding MBA degrees who seek an additional specialization in IT management

Courses in the MSIT program are taught by members of USD's School of Business Administration faculty in a specialized computer lab facility. These professors include authors of research papers and leading books on electronic commerce, the Internet, supply chain management, project management, and IT management. Students in our MSIT program have completed projects in Web design, e-business, application development, IT project analysis, and network management. These students have come from all over the United States and the world. Current MSIT students are planning projects in wireless networking, network and Web security, and exploration of technologies such as XML and Microsoft.NET.

MSIT students also can become involved with USD's Information Technology Management Institute. Through the Institute, MSIT students are able to enhance their educational experience by networking with many local IT managers and taking part in various special projects and events.

REQUIREMENTS FOR THE MSIT DEGREE

All courses are 3 units; Prerequisites are indicated in parentheses.

I. Tools Element (four courses)

GSBA 502 – Information and Analysis
MSIT 526 – Data Communications and Networks
MSIT 537 – Information Systems Design and Development
MSIT 542 – Database Management (502)

II. Breadth Element (five courses)

MSIT 569 – Ethics and Law for Online Organizations

And four courses from the following:

GSBA 529 – Financial Management of Electronic Business Ventures
GSBA 557 – Internet Marketing
GSBA 560 – Supply Chain Systems
MAFM 552 – Security and Control in an ERP Environment
MSIT 554 – Introduction to Electronic Commerce
MSIT 573 – Information Technology Project Management
MSIT 584 – Decision Support Systems
MSIT 588 – Web Site Design and Management

III. Capstone Element (one course required)

MSIT 596 – Directed Research in Information Technology

Total Units for the MSIT: 30

MBA - MSIT JOINT DEGREE PROGRAM

The Master of Business Administration-Master of Science in Information Technology joint degree program allows students to obtain an MBA and MS in Information Technology by completing 22 courses. Students benefit from both business and technology courses and will receive two diplomas upon completion of all course work.

REQUIRED COURSES FOR THE MBA

Fourteen courses; All courses are 3 units except for GSBA 510 and 511 which are 2 units each; Prerequisites are indicated in parentheses.

I. Core Courses (all required)

GSBA 501 – Organizational Concepts and Techniques (must be taken first semester)
GSBA 502 – Information and Analysis (501 or concurrent)

GSBA 504 – Customers and Markets (501 and 502, or concurrent)
GSBA 505 – Financial Management and Analysis (510 and 511)
GSBA 506 – Operational Processes (502)
GSBA 510 – Financial Accounting (501 or concurrent)
GSBA 511 – Managerial Accounting (501 or concurrent, and 510)

II. Breadth Courses (all required)

GSBA 507 – Global Business Environment (501 or concurrent)
GSBA 508 – Law and Ethics in the Business Environment (501 or concurrent)
GSBA 509 – Managerial Decision-Making (502, 510, 511)

III. Capstone Course**(take one in last semester)**

GSBA 590 – Strategic Management

GSBA 591 – International Strategic Management

GSBA 592 – Strategy Simulation

(with approval of instructor)

Required Electives: 3 courses from the MBA curriculum**REQUIRED COURSES FOR THE MSIT**

Eight courses; All courses are 3 units; Prerequisites are indicated in parentheses.

I. Tools Element (four courses required)

GSBA 502 – Information and Analysis

(calculated in MBA curriculum)

MSIT 526 – Data Communications and Networks

MSIT 537 – Information Systems Design and Development

MSIT 542 – Database Management (502)

II. Breadth Element (four courses in total required)

MSIT 569 – Ethics and Law for Online Organizations

And three electives from the following:

GSBA 529 – Financial Management of Electronic Business Ventures

GSBA 557 – Internet Marketing

GSBA 560 – Supply Chain Systems

MAFM 552 – Security and Control in an ERP Environment

MSIT 554 – Introduction to Electronic Commerce

MSIT 573 – Information Technology Project Management

MSIT 584 – Decision Support Systems

MSIT 588 – Web Site Design and Management

III. Capstone Element (one course required)

MSIT 596 – Directed Research in Information Technology

MBA/MSRE JOINT DEGREE PROGRAM

The Master of Business Administration-Master of Science in Real Estate joint degree program allows students to obtain an MBA and MS in Real Estate by completing 25 courses (68 units). Students benefit from both business and real estate courses and will receive two diplomas upon com-

pletion of all course work. Students must be accepted into both programs and can take either field of study to begin. With the cohort nature of the MSRE program, students need to work with the MSRE Program Director on sequencing of courses. Total of 68 units.

JOINT DEGREE PROGRAMS WITH OTHER USD SCHOOLS

Students interested in pursuing two degrees simultaneously must apply for admission to each of the schools involved. For current admission requirements and procedures for the School of Business Administration and Hahn School of Nursing and Health Science please contact the Office of Graduate Admissions and for the School of Law please contact the Law School Admissions Office. Students must complete their first year of law study prior to taking courses outside the School of Law for credit to be applied towards the JD degree.

The School of Business Administration offers the following joint-degree programs:

1. Master of Business Administration and Juris Doctor (MBA/JD). In conjunction with the USD School of Law.
2. International Master of Business Administration and Juris Doctor (IMBA/JD). In conjunction with the USD School of Law.
3. Master of Business Administration and Master of Science in Nursing (MBA/MSN). In conjunction with USD's Hahn School of Nursing and Health Science.

DUAL DEGREE PROGRAM

Graduate business students at the University of San Diego have the opportunity to enroll in a dual degree program with the Tecnológico de Monterrey. The Tecnológico de Monterrey system includes several campuses across Mexico as well as a Virtual University which provides cutting-edge, distance education throughout the Americas. The Monterrey Campus has been consistently ranked as one of the top MBA programs in Latin America and the world (*America Economía*, *Wall Street Journal*, *Financial Times*). The Monterrey Campus is also fully accredited by AACSB International and by the EQUIS standards of the European Foundation for Management Development.

As dual degree candidates, students from campuses throughout Mexico will spend a year of study at USD and USD students will experience living and studying in Mexico for a year. This program allows students to receive two master's degrees, one from USD and another from Tecnológico de Monterrey, in approximately one and one-half to two years. This is possible because each institution accepts course work from the other to meet degree requirements.

Students will receive either an MBA or IMBA from USD, and an MBA, MS in Finance, or MS in Marketing from Tecnológico de Monterrey.

Applicants must meet admissions requirements at USD and Tecnológico de Monterrey. All course work can be completed in English. A working knowledge of Spanish is suggested. Particular courses will be required by each institution to ensure that students receive both the traditional foundation in business and/or their chosen area of expertise, and also courses which reflect the business and economic environment of the U.S. and Mexico. Graduates of this program, after being fully immersed in two cultures, will be proficient in English and Spanish and have a strong understanding of the business systems in both countries.

For further information about this program contact the Ahlers Center for International Business at imba@san Diego.edu.

COURSE DESCRIPTIONS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

GSBA 501 Organizational Concepts and Techniques (3)

Introduces the basic behavioral skills needed to manage yourself and relationships with others in organizations. Topics include planning, organizing, leading, controlling, diversity, work design, and ethics. Common business processes and skills practiced include time management, goal setting, communication, creative problem-solving, conflict resolution, negotiation, teamwork, motivation, change leadership, and performance evaluation. Teaching methods include self-assessment inventories, lecture/discussions, role plays, case studies, experiential exercises, and peer feedback. This is the first master's-level course and prepares students for successful participation in all other master's level courses.

GSBA 502 Information and Analysis (3)

Examines the systematic processes of business problem-solving. Topics include collecting and processing information, statistical inference, regression analysis, risk analysis, and information technology. Common business processes and business skills practiced are gathering and organizing

data, quantitative data analysis, forecasting, decision-making under uncertainty, and communicating or presenting results. Teaching methods are lecture, computer assignments, case studies, and projects. Prerequisite: GSBA 501 or concurrent.

GSBA 504 Customers and Markets (3)

Examines the key elements of marketing and the economic concepts that underlie them. Topics include demand analysis and estimation, product differentiation, branding, pricing, promotion, and distribution. Common business processes and business skills practiced are developing and positioning a product, choice of distribution channels, promotional techniques, statistical demand estimation, pricing decisions, and developing a marketing strategy. Teaching methods are lecture, case studies, simulations, and a portfolio project. Prerequisites: GSBA 501 and 502 or concurrent.

GSBA 505 Financial Management and Analysis (3)

Explores how business organizations acquire, use, and value capital resources. Topics covered are domestic and international capital markets, the time value of money, financial instruments, risk and return options, capital market efficiency, and the cost of capital. Common business processes and business skills practiced are cash flow projections, capital budgeting, and the valuation of a firm and its securities. Teaching methods are lecture, practice sets, and case studies. Prerequisites: GSBA 510 and 511.

GSBA 506 Operational Processes (3)

Examines the operational processes of the logistic chain from acquisition of materials through conversion to physical distribution of goods and services. Topics include supply systems, workflow systems, inventory systems, quality systems, logistics systems, cost estimation, optimization tools, and continuous improvement. Common business processes and business skills practiced are production planning, workflow scheduling, cost estimation, resource allocation, work methods design, inventory management, and continuous improvement methods. Teaching methods are lecture, case studies, computer simulations, and a portfolio project. Prerequisite: GSBA 502.

GSBA 507 Global Business Environment (3)

Examines the place of business organizations in the national and international environment. Topics include an examination of the forces influencing national and global economies, public policy, international trade and marketing, foreign investments, international operations, and national and international social issues. Common business processes and business skills practiced are policy analysis, international entry strategies, comparative management practices, and appreciation of cultural differences. Teaching methods include lecture, case studies, class discussion, and debate. Prerequisite: GSBA 501 or concurrent.

GSBA 508 Law and Ethics in the Business Environment (3)

Examines principles of law, social responsibility, and ethics as they apply to business, both domestically and abroad. Topics include the legal, social, and ethical responsibilities of business with respect to labor and employment issues, consumer protection, discrimination and diversity, and the natural environment; public policy and government regulation of business; business law; and methods of forums for dispute resolution. Particular attention is given to developing legal and ethical analytical skills and critical thinking skills. Teaching methods include lecture, case studies, class discussions, and applied research projects. Prerequisite: GSBA 501 or concurrent.

GSBA 509 Managerial Decision-Making (3)

Develops integrative decision-making skills in general business areas. Topics include problem definition; generation of alternatives; quantitative analysis including forecasting, modeling, and other contemporary techniques; qualitative analysis including political and ethical considerations; implementation considerations; and planning for the verification of decision results. Effective communication of recommendations and analysis in written and oral presentations is emphasized. Teaching methods include case study and projects. Prerequisites: GSBA 502, 510, and 511.

GSBA 510 Financial Accounting (2)

Focuses on the preparation of corporate financial statements and their use by external parties making investment related decisions. Topics include income determination, asset and liability measurement, and an introduction to financial statement analysis. Teaching methods include lecture, case studies, and a financial statement analysis project. Prerequisite: GSBA 501 or concurrent.

GSBA 511 Managerial Accounting (2)

Focuses on the design of cost systems and managerial accounting reports to aid in the planning and control of a business entity. Topics include incremental analysis, cost-volume-profit, activity-based costing, and budgeting. Teaching methods include lecture, case studies, and a project. Prerequisite: GSBA 510.

GSBA 512 Taxes in Business Decisions (3)

Case studies and current readings in tax issues relating to common business transactions. Students learn to recognize the tax problems and tax planning opportunities that attach to most business decisions. Topics include: concepts of income, forms of business, capital gains and losses, non-taxable transactions, corporate re-organizations, employee compensation, and tax accounting methods. Prerequisite: GSBA 510 and 511.

GSBA 520 Seminar in Financial Management (3)

Advanced topics in the area of financial management integrated through the use of case analysis. Topics include mergers, takeovers, leveraged buyouts, lease vs. purchase, financial forecasting, and other contemporary financial issues. Prerequisite: GSBA 505.

GSBA 521 Seminar in Investments (3)

A broad study of investment securities and markets with emphasis on security analysis and portfolio management techniques as well as recent developments in investment strategies, as well as options, and futures markets. Prerequisite: GSBA 505.

GSBA 522 Advanced Seminar in Finance and Investments (3)

Integrates the theory and practical aspects of the fields of Managerial Finance and Investments by examining current and historical literature on topics such as the creation of value, capital budgeting, agency theory, capital markets, and asset portfolio theory. Prerequisite: GSBA 521.

GSBA 523 International Financial Management (3)

Provides a survey of the major financial decisions faced by multinational enterprises. Topics include the international financial environment, exchange risk management, global financing, and the investment and funds management decisions of multinationals. Common business

processes and skills practiced are usage of currency instruments, hedging strategies, valuation of multi-currency financial and real assets, and the design of multinational fund-flow mechanism. Teaching methods include lecture, class discussion, and case studies. Prerequisite: GSBA 505.

GSBA 524 Financial Management for New Ventures (3)

Examination of issues in managing the financial functions involved in both start-up and rapid growth opportunities. Identification of potential sources of financing such as venture capital, investment banking, commercial banking, and private investors. Techniques in forecasting funding needs, cash flow management, budget preparation, break-even analysis, and liquidity control will be integrated into the development of the financial segment of the business plan. Prerequisite: GSBA 505.

GSBA 525 Commercial Real Estate Finance and Investment (3)

Introduces core concepts, principles, analytical methods, and tools useful for making finance and investment decisions regarding commercial real estate assets. Uses a multi-disciplinary approach to vigorously study the financial, spatial, and social economics of commercial real estate. Builds a cohesive framework to analyze complex real estate finance and investment decisions emphasizing fundamentals of property markets and financial markets (primary emphasis on "Main Street" deals rather than Wall Street). Prerequisite: GSBA 505.

GSBA 526 Real Estate Markets, Financing, and Institutions (3)

Provides an overview of real estate markets, financing mechanisms, and the funding institutions. Emphasis is on residential markets with attention to land use and planning issues as well as housing policy issues (especially for San Diego County). This course will include a brief introduction to commercial financing. It will also provide opportunities to interact with real estate professionals through outside speakers, field trips, and conferences/meetings involving real estate executives. Prerequisite: GSBA 505.

GSBA 527 Real Estate Law, Ethics, and Public Policy (3)

Provides historical foundation and fundamental legal principles affecting real estate. Uses case studies and current events in real estate law and ethics to explore critical issues in the real estate marketplace. Special emphasis is given to transactions, investments, and development of real estate as related to contracts, ownership, transfer, land use, and environmental issues. Required readings, document reviews, class discussions, applied research, presentations, and outside speakers enable a practical understanding of

ethical principles and legal implications that impact real estate involving residential and commercial real properties, environmental concerns, and risk management matters.

GSBA 528 Business Cycles and Forecasting (3)

Macroeconomic analysis of economics and the study of business forecasting techniques. Emphasis on advanced econometric forecasting and time series analysis, including Box-Jenkins analysis. Prerequisite: GSBA 502.

GSBA 529 Financial Management of Electronic Business Ventures (3)

Uses lectures and case studies to provide students with the ability to understand the financial challenges, risks, and opportunities of building electronic businesses. Students learn how to evaluate sources of financing available for electronic business ventures; analyze the deal structures that define financing transactions for new ventures; analyze and critically evaluate the financial viability of emerging Internet business models; understand the financial implications of business partnering to foster growth; and build valuation models for e-business ventures.

GSBA 530 Human Resources Management (3)

An overview of the field of Human Resource Management is covered highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations, and recent trends within the context of relevant laws. Prerequisite: GSBA 501.

GSBA 531 International Human Resources Management (3)

The theory and practice of Human Resource Management (HRM) in global firms. HRM functions of employment planning and forecasting, staffing, compensation and benefits, training and management development, union and employer relations, and health and safety for multinational corporations (MNCs). Particular attention to functions which vary from country to country and how MNC Human Resource departments handle them. Emphasis is on case study. Prerequisite: GSBA 501.

GSBA 532 International Comparative Management (3)

This course highlights the impact of culturally-based values on the practice of management. It emphasizes the consideration of both business and cultural issues in managerial decision-making. Further, it explores the wisdom and myriad of issues involved in the transfer of managerial practices across cultures. It provides the individual with insight into their own cultural assumptions as well as their basis of business ethics. Topics range from cultural self-awareness to designing culturally-appropriate and ethical management systems. Prerequisite: GSBA 501.

GSBA 533 Organization Change and Design (3)

Study of change, change theory, and change practice, including both adapting to changes thrust upon us and initiating change toward a desired objective within the environment, the organization, the small group, and the individual. Emphasis is on implications for administrative leadership. Prerequisite: GSBA 501.

GSBA 534 Values, Ethics, and Corporate Culture (3)

An examination of business practices and ethical values that prevail in various nations of the world. Case studies examine conflicts between the national culture and corporate policy. Prerequisite: GSBA 508 or 583.

GSBA 535 Leading High Performing Teams (3)

This course focuses on learning concepts and skills for building and leading high-performance teams. Skills assessed include establishing team charters, capitalizing on diversity, stages of team development, building trust and cooperation, establishing open, honest communications, exerting influence and leadership, productive confrontations, managing conflict, team member performance appraisal, personal growth through feedback, and building win-win team climates. Current research and classic academic models provide the conceptual bases for experiential learning in an informal group setting. Assessments of participants' interpersonal competencies are generated from oral and written feedback from peers following class exercises. Interpersonal skills are developed through role-plays, experiential exercises, and trying out new behaviors in an unstructured group setting. Prerequisite: GSBA 501.

GSBA 536 Executive Career Development (3)

Focuses on the theory and practice of the development of managers in business organizations. Topics include executive career stages, career values, and models of development; management training and development practices in different types of organizations; the formal and informal strategies and activities that lead to success as an executive and the problems that must be faced along the way to the top of today's organizations. Prerequisite: GSBA 501.

GSBA 537 Entrepreneurship and Intrapreneurship (3)

The role and functions of the manager in launching new business ventures (both start-up firms and corporate venturing). Characteristics of successful entrepreneurs and intrapreneurs and the personal and professional risks inherent in forming new ventures. Techniques for anticipating and resolving pitfalls associated with relatively high-risk operational scenarios. Emphasis on identifying and developing key managerial skills required in dealing with problems peculiar to start-ups. Prerequisites: GSBA 510 and 511.

GSBA 538 Management of High Technology Organizations (3)

Explores the managerial and strategic issues unique to managing technology-driven organizations. Topics include technology strategy, research project selection, innovation, development team management, and reward structures. Common business processes and business skills practiced include technology assessment, technology forecasting, internal venturing, innovation management, and strategy development. Prerequisites: GSBA 510 and 511.

GSBA 550 Marketing Research (3)

Intended for future managers working with market data, includes defining marketing research goals, budgeting of expenditures, estimating the size of the markets, delineation of consumers, product research, estimating market response to advertising, price, distribution, and selling activities, and test marketing, with cases drawn from manufacturing and service industries. The main thrust will be directed to "down-to-earth" problems confronting operating managers, with some attention to data analysis techniques using the computer, and to information systems. Prerequisite: GSBA 504.

GSBA 551 Seminar in Consumer Behavior (3)

Examines individual and group influences on consumer behavior. Information processing, motivation, and decision processes are analyzed to provide a managerial understanding of aggregate consumer decision-making. Course format may include lecture, case studies, and readings. Prerequisite: GSBA 504.

GSBA 552 Promotional Strategy (3)

Examination of the critically important role of integrated marketing communications in executing effective marketing strategy. Includes discussion of the design and execution of promotional strategy with an emphasis on integrating all forms of persuasive communication including: advertising, sales, sales promotion, direct marketing, interactive marketing, public relations, and publicity. Case study. Prerequisite: GSBA 504.

GSBA 553 International Marketing (3)

Focuses on practical international marketing decision-making. Topics include export strategies; product development; and pricing, distribution, and promotion strategies for worldwide markets. Common business processes and skills practiced are the identification of key markets, the development of an international marketing plan, and the assessment of the effects of the international environment on marketing strategy. Teaching methods include case studies, class discussion, lecture, and a project. Prerequisite: GSBA 504.

GSBA 554 Strategic Marketing (3)

Examines the critical issues and variables in selecting a marketing strategy, with an emphasis on how to accomplish strategic analysis and planning. Topics included in the course are the comparison of business and marketing strategies, marketing situation analysis, designing marketing strategy, marketing program development, and marketing strategy management and implementation.

Prerequisite: GSBA 504.

GSBA 555 Services Marketing (3)

The conceptual and practical elements of the marketing of services with emphasis on analyzing the nature of services, studying the service environment, and developing and formulating strategic plans for various types of service firms. Prerequisite: GSBA 504.

GSBA 556 New Product Development (3)

Proposes and examines an integrated view of the process of designing, developing, and launching new products. Students gain a thorough understanding of the significant strategic and multi-functional concerns encountered by both entrepreneurs and intrapreneurs as they work to construct high-performance development organizations. Topics covered include the phase review process; the alignment of business strategy with development; the link between product development and product launch activities; organizational structures that promote creativity and development effectiveness and efficiency; controlling, promoting, and managing innovation; and creating and sustaining competitive advantage through product development. Prerequisite: GSBA 504.

GSBA 557 Internet Marketing (3)

The study and development of marketing tools for competing effectively in the Internet economy, including marketing issues that managers must address as they consider how to develop successful commercial strategies on the Web and other emerging electronic media. Views the Web as a channel of information distribution and increases understanding of the nature of the Internet, its culture, and issues related to flow, stickiness, navigation, interactivity, addressability, trust, and privacy. Topics include marketing research, consumer behavior, customer service, advertising, positioning, and Web economics. Teaching methods include class lecture, readings, guest speakers, case studies, on-line activities, and a Web-based marketing project.

GSBA 560 Supply Chain Systems (3)

Addresses the systems necessary to develop and manage successful supply chains. Enterprise management systems, (SAS, SAP, etc.); information, EDI, and logistics systems; supplier measurement systems, supply chain modeling, and optimization; and the integration strategies are examined. Prerequisite: GSBA 506.

GSBA 561 Supply Chain Management (3)

Supply management is one of the most critical and the least understood functions of modern organizations. Supply management is responsible for the design, development, optimization, and management of an organization's internal and external components of its supply system. Supply chain management addresses the challenges of integrating the members of an organization's supply chain in a seamless manner. A well run supply system will greatly improve an organization's profits, its productivity, and the quality of its products and services and, therefore, its market share and profitability. Combination of lecture, seminar, and case discussions. Prerequisite: GSBA 506.

GSBA 562 Strategic Cost Management (3)

Investigates the highly dynamic, timely, and little understood area of cost management in the supply chain. The focus on cost management is designed to give the student an appreciation of cost reduction as a critical tool in the business strategy of competitive firms. Emphasis is redirected from price to total cost of ownership. Students will be introduced to the process of identifying costs in the system, methods of measuring costs, determining cost drivers, and developing written strategies on reducing/managing costs. Combination of lecture, case studies, and industrial projects. Prerequisites: GSBA 510 and 511, may be taken concurrently.

GSBA 570 Program/Project Management (3)

Designed as a needed supplement to the other management courses in the MBA program. Most of the MBA training is geared toward managing ongoing operations. Projects are defined as "undertakings with a finite completion point." Managing projects requires unique skills different from those needed in traditional management. This course will fill the gap in management training. The course follows the "project life-cycle" approach, tracking projects from start to finish. Prerequisite: GSBA 502.

GSBA 571 Tools for the Program/Project Manager (3)

Focuses on some of the more quantitative tools which successful project managers need in order to conclude the project on time, within budget, and within specifications. Topics include project selection, risk analysis, cost estimating, schedule cost/benefit analysis, progress variance analysis, and others. Prerequisite: GSBA 570, may be concurrent.

GSBA 572 Quality Management (3)

Examines the philosophy of Total Quality Management. The emphasis will be on methods of implementing TQM rather than on the mathematics of Statistical Quality Control. The need for TQM in the manufacturing sector, service sector, and public sector goes without saying. It is the obstacles, procedures, and limitations which need examination. Prerequisite: GSBA 506.

GSBA 575 Information Systems Analysis and Design (3)

Study of structured systems development. Emphasis on current systems documentation through the use of both classical and structured tools/techniques for describing process flows, data flows, data structures, file designs, input and output designs, and program specifications. Emphasis also on strategies and techniques of structured analysis and structured design methodologies for dealing with complexity in the development of information systems.

Prerequisite: GSBA 502.

GSBA 581 International Trade and Commerce (3)

Examines international trade and commerce in the new complex and dynamic economy from business, economic, and political perspectives. It examines how public policy and the business environment affects industry and firm strategies for competitiveness in various countries. Among the topics covered are globalization, competitiveness, trade barriers, regional trade agreements, international trade organizations, emerging markets, exchange rate adjustments and crises, political risk, and foreign direct investment. It also examines these topics from an economic, social, and ethical perspective. Teaching methods include lecture, case studies, class discussion, and debate.

Prerequisite: GSBA 501 or concurrent.

GSBA 582 International Business Negotiations (3)

More and more occasions require negotiation; conflict is a growth industry. Everyone wants to participate in decisions that affect them; fewer and fewer people will accept decisions dictated by someone else. People differ, and they use negotiation to handle their differences. Whether in business, government, or the family, people reach most decisions through negotiations. Even though they go to court, they almost always negotiate a settlement before trial. In this course, the student will learn the art and science of negotiation. The science will be learned largely through readings and discussions of the reading. The art will be learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing the student to some of the nuances of conducting business abroad. Prerequisite: GSBA 501 or concurrent.

GSBA 583 International Business Law and Ethics (3)

Examines principles of law, social responsibility, and ethics as they apply to business in the global environment; cultural factors; methods and forums for resolving international disputes; and international standards for business conduct. Topics include the legal, social, and ethical responsibilities of global companies with respect to labor and employment issues, individual rights, consumer protection, the natural environment, state sovereignty, intel-

lectual property rights, and other aspects of foreign commercial activities. Particular attention is given to strengthening critical thinking skills, engaging in legal and ethical analysis, and enhancing cultural sensitivity. Teaching methods include lecture, case studies, class discussion, and debate. Prerequisite: GSBA 501 or concurrent.

GSBA 585 Business Environment of Asia and the Pacific Rim (3)

Provides an overview of various aspects of doing business in Asian-Pacific countries. The implications of political, socio-economic, and cultural environment for developing successful business strategies will be discussed with reference to selected countries from the region (Japan, NICS, ASIAN). Prerequisite: GSBA 501 or concurrent.

GSBA 587 Latin American Business Environment (3)

An overview of Latin America from perspectives essential to effective international business management. Emphasis on inter-cultural understanding and communication, along with economic, political, legal, and historical characteristics of Latin America and how these affect the business environment. An integral part of this regional approach is the analysis of differences among countries and their relationship to the region as a whole. This survey course addresses the needs of students interested in international management. Prerequisite: GSBA 501 or concurrent.

GSBA 590 Strategic Management (3)

This is the integrating course of the MBA program and will concentrate on application of concepts through case studies and decision simulation exercises. Students develop skills in decision-making and problem analysis in areas of managerial and business policy and corporate strategy. Prerequisite: To be taken during the final regular semester of study.

GSBA 591 International Strategic Management (3)

This is the integrating course of the IMBA program. Topics include global strategies, global management issues, international organizations, selection of foreign locations, entry and ownership strategies, licensing, joint ventures, staffing and managing foreign subsidiaries, measurement of foreign operations, and international social responsibility. Students develop integrative skills in the strategic management of international enterprises. Teaching methods include lecture, case study, and the development of an international strategic plan. To be taken in the final regular semester of study. MBA students may take this course as an alternative to GSBA 590.

GSBA 592 Strategy Simulations (3)

Strategic management will be studied and practiced in an intercollegiate competition. Students manage a company in a computer simulated oligopoly industry, competing against companies managed by students from other universities. Students write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 simulated quarters. Includes a weekend of intense competition and written and oral reports to business executive judges. Permission of instructor required.

GSBA 594 Special Topics (3)

Topics of current interest in Graduate Business Study. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Prerequisite: Will vary depending on topic selected.

GSBA 597 International Studies (3)

Graduate business study abroad courses are offered in Europe, Latin America, Africa, and Asia to provide students exposure to international culture and business practices.

GSBA 598 Internship (3)

Applied learning experience working for a business, government, or nonprofit organization. Students undertake an individual project or employer designated internship program. Grading is Pass/Fail. Prerequisites: Approval of placement by instructor; MBA – Completion of all GSBA core and breadth courses, and at least two additional GSBA courses that have strong relevance to the internship placement; IMBA and Dual Degree – Consent of the IMBA Program Advisor. Repeatable up to 6 units.

GSBA 599 Special Studies (3)

Independent study usually involving empirical research and written reports. Repeatable up to 6 units toward degree requirements. Prerequisite: Permission of instructor and Graduate Director.

MSIT 526 [GSBA 576] Data Communications and Networks (3)

Explores the concepts and practices involved in business data communications and computer networks. Topics include local area networks, wide area networks, enterprise networks and the Internet, network security, and management of computer network environments. Developing an understanding of various networking protocols and management decisions to improve the efficiency of computer networking environments are emphasized throughout the course. Effective communication of concepts and analysis in written format and oral presentations is stressed. Teaching methods include class lecture, case studies, and research projects.

MSIT 537 [GSBA 577] Information Systems Design and Development (3)

The study and development of electronic commerce interfaces for various types of applications. Students are engaged in the complete development of an entire Internet-based user interface. Students learn critical application development skills such as design and implementation of object-oriented information systems on distributed platforms using tools such as Java, JavaScript, and Active Server Pages. Includes middleware issues and interaction with enterprise-wide databases.

MSIT 542 [GSBA 592] Database Management (3)

Advances in information capture technologies have increased organizations' ability to gather large databases of information about their customers. Students learn how to extract and use information and knowledge from such databases to summarize, predict, and explain the behavior of individual customers and to identify patterns and trends in those behaviors across customers or categories of customers. Students learn how to design and construct relational databases, data marts, and data warehouses. Students learn how to use data mining and online analytical processing tools, the process of meeting these objectives, and obtain hands-on experience with several database building and analysis software tools.

MSIT 554 [GSBA 574] Introduction to Electronic Commerce (3)

Survey of current business practices in electronic commerce. Includes critical analysis of enabling technologies and business strategies. Also includes discussion of international, legal, and ethics issues that arise in conducting electronic business. Teaching methods are lecture, demonstrations, group exercises, and student presentations of in-progress and completed projects.

MSIT 569 [GSBA 579] Ethics and Law for Online Organizations (3)

Explores the ethics and legal issues that arise for organizations engaged in electronic commerce. These issues include privacy, consumer rights, defamation, disparagement, intellectual property rights, contract and jurisdictional concerns, communications with minors, evidentiary problems, and enforceability of electronic agreements.

MSIT 573 [GSBA 573] Information Technology Project Management (3)

Students learn how to use project management techniques for planning and controlling schedule, costs, and quality in information technology design, development, and implementation projects. Topics include cost estimating, budgeting, contract pricing, value analysis, variance analysis, post-completion audits, and use of project management software.

MSIT 584 [GSBA 593] Decision Support Systems (3)

Examines decision support systems and intelligent systems as they are used for managerial decision-making. Topics include a study of the foundations of computerized support for decision problems, decision support systems, collaborative systems, expert systems, and advances in intelligent support to decision-making. Developing an understanding of various decision problems and the selection of appropriate systems for these problems are emphasized through the course. Effective communication of concepts and analysis in written format and oral presentations is stressed. Teaching methods include class lecture, case studies, and research projects.

MSIT 588 [GSBA 578] Web Site Design and Management (3)

Examines the design and management of Web sites for electronic business applications. Topics include: aligning electronic business models with Web site designs, planning a Web site, understanding the principles and elements of effective Web site design, using Web development and design tools, and evaluating Web site effectiveness. Elements of consistent Web page design as components of overall Web site design are emphasized. Effective communication of concepts and analysis in written format and oral presentations are stressed. Teaching methods include class lecture, case studies, and Internet laboratory research projects.

MSIT 596 [GSBA 596] Directed Research in Information Technology (3)

Research project supervised by a faculty member. This project provides a personalized integrated capstone experience for the student. The project should combine elements of the breadth courses taken by the student with the tools component of the program into a comprehensive applied research project. This project must be approved by the Academic Director of the MSIT program.

GRADUATE ACCOUNTANCY PROGRAMS

USD ACCOUNTANCY PROGRAM MISSION STATEMENT AND OBJECTIVES

The mission of the USD accountancy program is to develop accountants – through the use of personalized, innovative teaching methods developed by faculty who are active in the production and dissemination of knowledge – who have the skills to compete in a diverse and fast-changing global professional environment.

Specifically, the USD accountancy program will produce accounting graduates who have strong:

1. Technical accounting knowledge;
2. Business writing skills;
3. Oral communication and interpersonal skills;
4. Skills needed to critically analyze information;
5. Skills needed to utilize technology prevalent within the accountancy profession; and,
6. Ethical attitudes and values.

MENU OF GRADUATE ACCOUNTANCY PROGRAMS

Several graduate accountancy degree and certificate programs are available. The variety of programs allows students to select from among several different configurations of master's level accountancy courses so that they can best meet their career objectives.

Courses are geared toward the development of skills that can be directly used within an accountant's work environment. The courses have also been designed to meet the needs of a broad range of professionals. Individuals seeking to meet the 150-hour requirement to become a CPA (on either a full-time or part-time basis) or individuals who already hold CPA certificates, but who desire additional skills and/or continuing professional education, should find that one of the following USD graduate accountancy degree or certificate programs will meet their educational needs:

1. Master of Science in Accountancy and Financial Management (MAFM)
2. Bachelor of Accountancy (BAcc)/MAFM Combined Program
3. Graduate Certificate in Accountancy
4. Graduate Certificate in Personal Financial Planning

Each program configuration is discussed individually in the pages that follow.

GRADUATE ACCOUNTANCY COURSE SCHEDULING

Each graduate accountancy course is designated with an MAFM prefix and is scheduled to be completed on an accelerated basis. Each course meets for two nights a week over a five-week term. Some courses might also have lab sessions on one or two Saturday mornings during the term. A class schedule of upcoming MAFM courses can be acquired from the Accountancy Programs Office or from the Accountancy Institute Web site at www.sandiego.edu/sbaaccounting.

Most of the MAFM courses have been designed to build student skills interactively in class. Therefore, active student attendance and participation in each class session is critical. Students should not enroll in any course where they will be unable to attend and participate in all scheduled class sessions.

Courses are scheduled year-round which allows students to apply and begin their program of study at any point during the year. It is anticipated that each course will be offered only once during each calendar year. Therefore, it is important that each student review the schedule of course offerings and prepare a Program Plan prior to beginning their program of study.

FACULTY MENTORS

Upon admission to any graduate accountancy program students will either select (or be assigned) an accounting faculty member as their faculty mentor. Faculty mentors will:

1. Orient the student to their program of study;
2. Advise the student when preparing their Program Plan and approve the final plan. All students must complete a Program Plan prior to beginning course work. The Program Plan will detail the courses the student will be completing in their program and the timing of each course;
3. Provide career counseling; and,
4. Assist the student in dealing with program related issues during their course of study.

MASTER OF SCIENCE IN ACCOUNTANCY AND FINANCIAL MANAGEMENT

The Master of Science in Accountancy and Financial Management (MAFM) degree program offers a curriculum that focuses on interactively developing the skills needed by accountants and financial managers. This is a specialized master's degree program designed to provide accountants the skills needed in mid- to upper-level accounting positions and skills needed in professional positions where finance, information systems, and related financial skills are as essential as accounting skills. Further, the program provides students with ethics, leadership, communications, and interpersonal skills necessary for supervisory-level positions.

In general, students applying for this program should already have completed an undergraduate degree in accountancy or its equivalent. Individuals without this background may still apply for the program, but will need to complete extended program requirements as discussed below. Since all courses are offered at night over five-week terms, this program will be of primary interest to those students desiring to complete an accounting master's program on a part-time basis while remaining employed.

Students currently enrolled in the BAcc program at USD should review the requirements of the BAcc/MAFM Combined Program that are shown after this stand-alone MAFM program.

MAFM PROGRAM REQUIREMENTS FOR STUDENTS WITH AN UNDERGRADUATE ACCOUNTANCY DEGREE

The MAFM degree is a 30-semester-unit program for those with an undergraduate accountancy degree. Additional prerequisite requirements for those without an undergraduate accounting degree are detailed later in this section.

Required Courses

The following three courses (9 semester-units) of ethics, leadership, communications, and interpersonal skills are all required:

- MAFM 501 – Communications and Ethics for Financial Professionals (3)
- MAFM 502 – Leadership in a Financial Team Environment (3)
- MAFM 503 – Negotiations: Strategy, Practice, and Ethics (3)

Elective Courses

The remaining seven courses (21 units) are electives and may be selected by the student in consultation with their faculty mentor. Four recommended specialization tracks have been developed to help students make their elective selections. The tracks, and the courses in the tracks, are recommendations only.

Students must complete a Program Plan indicating their elective selections prior to beginning the MAFM program. However, course substitutions may be made at later points of time upon approval of their faculty mentor and the Director of the MAFM program.

The seven electives may be selected from the following MAFM graduate courses:

- MAFM 510 – Applied Corporate Finance (3)
- MAFM 520 – Fundamentals of Personal Financial Planning (3)
- MAFM 521 – Insurance Planning (3)
- MAFM 522 – Investment Planning and Risk Management (3)
- MAFM 523 – Retirement Planning (3)
- MAFM 530 – International Financial Analysis and Reporting (3)
- MAFM 531 – Applied Research for Financial Accountants and Auditors (3)
- MAFM 540 – Controllershship and Cost Management (3)
- MAFM 550 – Database Applications for Financial Professionals (3)
- MAFM 551 – Accounting Software Selection and Implementation (3)
- MAFM 552 – Security and Control in an ERP Environment (3)
- MAFM 560 – Tax Research (3)
- MAFM 561 – Partnership Taxation (3)
- MAFM 562 – Estate and Gift Taxation and Planning (3)

The following courses are offered on an individual student basis only:

- MAFM 598 – Professional Accountancy Internship (3)
- MAFM 599 – Special Studies (3)

All MAFM courses will be offered only once per calendar year. Therefore, students should review the class schedule of MAFM course offerings prior to the completion of their Program Plan. See www.sandiego.edu/sbaaccounting for a current class schedule.

Students should also examine course prerequisites before selecting their electives and preparing their Program Plan. Faculty mentors should be consulted during this process. As detailed in the next section, MAFM students may elect to take some GSBA prefixed MBA courses as part of their 21 units of electives.

Availability of GSBA-prefixed MBA Courses as MAFM Program Electives.

A maximum of 9 units of MBA courses (i.e., GSBA prefixed courses) are allowed as part of the MAFM program electives. The remaining 12 units of electives must be from MAFM-prefixed courses. Students must meet all the prerequisites of the desired GSBA course, must justify the relevance of the course, and must gain the approval of their faculty mentor to include the GSBA course as an MAFM elective.

Students should be aware that MBA courses are generally offered during the School of Business Administration's regular 15-week fall and spring semesters, during the 3-week January Intersession, and during Summer Sessions. Students should determine the availability of a desired MBA course before including it in their MAFM Program Plan.

Alternatively, students in the MBA program may select individual MAFM courses for their elective courses. Students must meet the appropriate prerequisites noted for the individual MAFM courses prior to enrollment and must gain approval of their MBA program advisor. Further, an MBA with an Accountancy Emphasis is offered with the complete program requirements discussed on page 82.

Specialization Tracks

Four specialization tracks have been developed to help guide MAFM students in their selections of their 21 units of electives. These tracks, and the courses within the tracks, are recommendations only and are not required. Students are encouraged to use these tracks when preparing their Program Plan.

A. Corporate Reporting and Financial Management

- MAFM 510 – Applied Corporate Finance (3)
- MAFM 522 – Investment Planning and Risk Management (3)
- MAFM 530 – International Financial Analysis and Reporting (3)
- MAFM 531 – Applied Research for Financial Accountants and Auditors (3)
- MAFM 551 – Accounting Software Selection and Implementation (3)
- Electives (6)

B. Controllershship and Accounting Information System Development

- MAFM 510 – Applied Corporate Finance (3)
- MAFM 540 – Controllershship and Cost Management (3)
- MAFM 550 – Database Applications for Financial Professionals (3)
- MAFM 551 – Accounting Software Selection and Implementation (3)
- MAFM 552 – Security and Control in an ERP Environment (3)
- Electives (6)

C. Taxation

- MAFM 560 – Tax Research (3)
- MAFM 561 – Partnership Taxation (3)
- MAFM 562 – Estate and Gift Taxation and Planning (3)
- MAFM 523 – Retirement Planning Electives (9)

D. Personal Financial Planning

- MAFM 520 – Fundamentals of Personal Financial Planning (3)
- MAFM 521 – Insurance Planning (3)
- MAFM 522 – Investment Planning and Risk Management (3)
- MAFM 523 – Retirement Planning (3)
- MAFM 562 – Estate and Gift Taxation and Planning Electives (6)

PROGRAM REQUIREMENTS FOR STUDENTS WITHOUT AN UNDERGRADUATE ACCOUNTANCY DEGREE

Requirements for Students with a Non-Accounting, Business Undergraduate Degree

Students with a non-accounting, business undergraduate degree may apply for the MAFM program, but will be required to complete prerequisite accounting course work. In this situation, their MAFM program would consist of a maximum of 54 semester-units. Specifically, the 24 semester-unit requirements of the Undergraduate Certificate Program in Accountancy would need to be completed as prerequisites to complete the 30 semester-unit MAFM program described above. Students having already completed some of the Undergraduate Certificate requirements will have the courses and the hours considered for waiver.

The Undergraduate Certificate in Accountancy Program currently consists of the following 24 semester-units:

- ACCT 201 – Principles of Financial Accounting (3)
- ACCT 202 – Principles of Managerial Accounting (3)
- ACCT 300 – Intermediate Accounting I (3)
- ACCT 301 – Intermediate Accounting II (3)
- ACCT 302 – Cost Accounting (3)
- ACCT 303 – Accounting Information Systems (3)
- ACCT 306 – Federal Tax Accounting I (3)

Select one course from the following:

- ACCT 401 – Advanced Accounting (3)
- ACCT 407 – Federal Tax Accounting II (3)
- ACCT 408 – Auditing (3)

Requirements for Students with a Non-Accounting, Non-Business Undergraduate Degree

Students without an undergraduate accountancy or business degree may be considered for admission to the MAFM program, but will need to complete substantial prerequisite course work in both accounting and business.

The MAFM program would consist of a maximum of 75 semester-units. Students would need to complete 21 prerequisite units in business, in addition to the 54-unit MAFM program described above for the non-accounting, business undergraduate degree-holders. Students having already completed any of the prerequisite business course requirements noted below will have the course and the hours considered for waiver.

The prerequisite 21 semester-unit business course requirements consist of the following:

- DSCI 300 – Management Science (3)
- DSCI 303 – Operations Management (3)
- ETLW 302 – Business and Society (3)
- ETLW 311 – Business Law I (3)
- FINA 300 – Financial Management (3)
- MGMT 300 – Organizational Behavior (3)
- MKTG 300 – Fundamental of Marketing (3)

B.Acc / MAFM Combined Program

The BAcc/MAFM Combined Program allows undergraduate students in the USD Bachelor of Accountancy program (BAcc) to begin their Master of Science in Accountancy and Financial Management program (MAFM) early. BAcc students admitted to the Combined Program may begin taking MAFM program course work starting in the summer after their junior year. The Combined Program allows students to complete both degrees in approximately four and one-half to five years on a full-time basis.

Undergraduate BAcc students interested in meeting the 150-unit requirements to become CPAs are strongly encouraged to consider this Combined Program. CPA laws in a majority of states have recently been changed to require 150 hours of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

Only students who are currently enrolled in the BAcc degree program at USD are eligible for admission to the BAcc/MAFM Combined Program. Admitted students will likely enroll in daytime undergraduate courses and evening MAFM courses so that both degrees can be completed on a full-time basis in the shortest possible time-frame.

Since MAFM courses are offered in five-week terms on a year-round basis, students interested in completing the Combined Program quickly should plan on taking MAFM courses during the summer starting after the Junior year. In fact, the MAFM class schedule has been efficiently designed to allow Combined Program students to take their MAFM required courses in the summer between their junior and senior years.

ADMISSION PROCESS FOR THE MAFM PROGRAM

Students must complete the *Master of Science in Accountancy and Financial Management Admission Application*, including the payment of any required application fees, for admission to the MAFM degree program.

Note that the above application materials will require students to take the GMAT exam and receive a minimum score of 500, and to submit official transcripts for all prior undergraduate and graduate work. A 3.00 accounting course GPA and 3.00 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered for admission with additional evidence of strong professional accounting or financial management credentials.

PROGRAM REQUIREMENTS

The BAcc/MAFM Combined Program is a 154-unit program consisting of the 124 semester-unit requirements for a Bachelor of Accountancy degree (See the *Undergraduate Bulletin*) and the 30 semester-unit requirements for the MAFM degree (shown on page 96). Students interested in the Combined Program should review the MAFM program requirements discussed above.

BAcc students accepted into the Combined Program should consult with their faculty mentor, the Director of the MAFM program, and the University's Office of Financial Aid Services to ensure they enroll in the appropriate mix of undergraduate/graduate courses each semester prior to completing their BAcc requirements so that they will maximize their availability of financial aid.

ADMISSION PROCESS

As discussed below, admission into the Combined Program is a two-step process. First, undergraduate BAcc students must apply for *Conditional Admittance* to the Combined Program. Upon receiving *Conditional Admittance*, students may begin taking MAFM courses.

Second, students must apply for *Final Unconditional Admittance* into the MAFM program within the time limits specified below to be officially classified as graduate students.

Step 1: Apply for Conditional Admission to the BAcc/MAFM Combined Program when you:

1. Are declared as a USD Bachelor of Accountancy student;
2. Are enrolled in (or have completed) ACCT 300 and one additional upper-division undergraduate accountancy course at minimum; and,
3. Currently maintain a 3.00 overall GPA in all USD courses and a 3.00 GPA in all accountancy courses.

APPLICATION PROCESS**(if above criteria are met)**

1. Complete the *Conditional Combined BAcc/MAFM Admission Application* form.

Upon Acceptance

1. You must select a faculty mentor.
2. You must meet with that mentor and complete an approved MAFM Program Plan prior to the beginning of MAFM course work.

Start Date

To begin MAFM classes you must:

1. Have completed ACCT 300 and one additional upper-division undergraduate accounting course;
2. Have completed a minimum of 84 undergraduate units applicable to the Bachelor of Accountancy degree;
3. Have a 3.0 overall USD GPA; and,
4. Have a 3.0 upper-division accountancy course GPA.

Step 2: Apply for Final Unconditional Admission to the BAcc/MAFM Combined Program:

1. In the first semester of the senior year (i.e., 91 or more undergraduate hours)
2. Maintain a GPA of 3.00 in all USD courses, a 3.00 in upper-division undergraduate accountancy courses, and a 3.00 in all MAFM courses taken to date; and,
3. Achieve a score of no less than 500 on the GMAT exam. The GMAT is waived if the student has a minimum overall GPA of 3.25 including all USD course work to date.

Final Application Process

(if above criteria are met)

1. Complete the *Master of Science in Accountancy and Financial Management Admission Application* form, including the payment of any required application fees.

Program and Course Sequencing Requirements for BAcc/MAFM Combined Program

The following sequencing requirements must be met by all students in the Combined Program:

1. Under no circumstances will a student in the Combined Program be able to receive their MAFM degree prior to the completion of their BAcc degree;
2. Under no circumstances will completed MAFM course credit under either the *Conditional Admittance* or *Final Admittance* be applied toward any USD undergraduate degree requirements;
3. Students in the Combined Program may not enroll in any GSBA-prefixed MBA courses that are anticipated to be used as MAFM electives until they have completed all BAcc degree requirements (i.e., GSBA prefixed courses may only be completed after the undergraduate degree is completed);
4. Students will receive their BAcc degree upon completion of the requirements of that degree program; and,
5. Students who have received *Final Unconditional Admittance* in the Combined Program must complete their remaining MAFM degree requirements within five years of completing their BAcc degree or must reapply to the MAFM program.

GRADUATE CERTIFICATE IN ACCOUNTANCY

A Graduate Certificate in Accountancy is offered for those students who desire additional professional accountancy courses, but who do not desire a complete graduate accounting degree. This certificate program is geared toward individuals that already have undergraduate accounting degrees or their equivalent. The certificate should be of strong interest to individuals who wish to:

1. Complete the remainder of their 150 semester-unit requirements for their CPA certificate;
2. Update or extend their accountancy and financial management skills; and/or,
3. Complete continuing professional education (CPE) credit to maintain their current CPA license.

PROGRAM REQUIREMENTS

This graduate certificate program requires the completion of 15 semester-units of MAFM-prefixed course work. Students may select any 15 MAFM-prefixed semester-units based on their continuing professional education needs and their career objectives. Approval of their Program Plan by a faculty mentor is required prior to beginning their certificate program.

Students in this certificate program who subsequently decide to apply and enroll in the MAFM degree program will be allowed to apply the units already completed in the

certificate program to their MAFM degree. Enrollment in the MAFM program must, however, begin within two years of the completion of this Graduate Certificate program in order for the completed units to be applied to the MAFM degree. Students may not be concurrently enrolled in this certificate program and any other School of Business Administration degree or certificate program.

ADMISSION PROCESS FOR THE GRADUATE CERTIFICATE IN ACCOUNTANCY

Students must complete the application materials for the Graduate Certificate in Accountancy program for admission to this certificate program.

Note that the above application will require students to submit transcripts of prior undergraduate and graduate work. A 3.00 accounting course GPA and 3.00 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered with additional evidence of strong professional accounting or financial management credentials. The application will also require recommendation letters.

GRADUATE CERTIFICATE IN PERSONAL FINANCIAL PLANNING

The Graduate Certificate in Personal Financial Planning program is designed for accountants who desire the skills necessary to provide clients with personal financial planning services, in addition to accountancy and taxation-based services. The program is geared toward individuals who already have undergraduate accounting degrees or the equivalent.

Specifically, the certificate program is designed to prepare students to perform comprehensive financial planning services to individuals in the area of investment, insurance, retirement plans, income taxes, and estate taxes. The curriculum is modeled after the topic areas in which proficiency must be demonstrated in order to earn the PFS add-on credential to a CPA certificate.

Specifically, the AICPA currently offers an add-on credential entitled a PFS (Personal Financial Specialist) for those holding CPA certificates. Students completing this Graduate Certificate program should acquire the basic educational background accountants will need to qualify for this add-on credential. However, the PFS credential is administered by the AICPA and CPAs will need to apply directly to the AICPA and will need to meet all of the

AICPA requirements (including a PFS examination) before they can receive the add-on credential. For more information about this add-on credential see the AICPA Web site at www.aicpa.org.

PROGRAM REQUIREMENTS

Students in this Graduate Certificate program must complete the following 15 units of MAFM courses:

- MAFM 520 – Fundamentals of Personal Financial Planning (3)
- MAFM 521 – Insurance Planning (3)
- MAFM 522 – Investment Planning and Risk Management (3)
- MAFM 523 – Retirement Planning (3)
- MAFM 562 – Estate and Gift Taxation and Planning (3)

Students considering this certificate program should alternatively consider applying for the 30-unit MAFM degree program and completing the above 15-unit certificate requirements as part of the electives in that graduate degree program (see the Personal Financial Planning specialization track in the MAFM program description).

Students in the MAFM degree program who complete the above 15 units as electives will automatically receive this Graduate Certificate in Personal Financial Planning.

Alternatively, students completing this Graduate Certificate program who subsequently decide to apply and enroll in the MAFM degree will be allowed to apply the units already completed in the certificate program to the MAFM degree. Enrollment in the MAFM program must, however, begin within two years of the completion of this graduate certificate.

ADMISSION PROCESS FOR THE GRADUATE CERTIFICATE IN PERSONAL FINANCIAL PLANNING

Students must complete the application materials for the Graduate Certificate in Personal Financial Planning program for admission to this certificate program.

Note that this application will require students to submit transcripts of prior undergraduate and graduate work. A 3.00 accounting course GPA and 3.00 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered with additional evidence of strong professional accounting or financial management credentials. The application will also require recommendation letters.

GRADUATE ACCOUNTANCY COURSE DESCRIPTIONS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

MAFM 501 Communications and Ethics for Financial Professionals (3)

This course will focus on improving business presentation skills with several oral presentations required during the course. The course will also introduce basic behavioral/communication skills needed to manage yourself and relationships with others in organizations. Skills learned will include self-management, goal setting, strategic thinking, communicating, creative problem-solving, resolving conflicts, team-building, motivating, leading change, and evaluating performance. The development of professional ethics and values will be stressed and will comprise a minimum of one-third of the material in this course.

Prerequisite: Admission to the MAFM program or the BAcc/MAFM Combined Program.

MAFM 502 Leadership in a Financial Team Environment (3)

This course examines the challenges of creating and leading in a team-based organizational culture. Topics include stages of team development, leadership style, team chartering, conflict management, decision-making, process facilitation, leadership interventions, and team member skills. Teaching methods include assessments, role-plays, case studies, simulations, skill practice, and a project documenting a team leadership experience. Discussion of the interaction of professional ethics and team leader behavior will comprise a minimum of one-third of this course.

Prerequisite: Admission to the MAFM program or the BAcc/MAFM Combined Program.

MAFM 503 Negotiations: Strategy, Practice, and Ethics (3)

This course is designed to raise your negotiation competency by presenting a comprehensive, logical approach to a wide variety of negotiation situations. Based on experiential learning, the course will use live negotiation situations where students can develop strategies, employ bargaining tactics, and structure agreements. In addition, the course will examine how to integrate the strategic goals of an organization with the strategic goals of your negotiations and to use negotiations to create value. The course will allow students to examine areas of strength and weakness in their own negotiating style. Finally, negotiating strategy and tactics are set in the context of a code of personal and professional ethical conduct with a minimum of one-third of the course devoted to understanding how ethical issues should impact the negotiation process.

Prerequisite: Admission to the MAFM program or the BAcc/MAFM Combined Program.

MAFM 510 Applied Corporate Finance (3)

This course reviews complex financial decision-making techniques. The ascendancy of shareholder value over the last two decades requires participants to be acquainted with modern financial decision-making techniques. Leveraged buyouts (LBO), initial public offerings (IPOs), mergers and acquisitions (M&A), and real option valuation (ROV) will be taught via both text and case methodologies. Prerequisite: FINA 300 or GSBA 505. May not receive credit for this course and GSBA 520.

MAFM 520 Fundamentals of Personal Financial Planning (3)

This course investigates a broad spectrum of financial planning processes including regulatory, legal, and ethical issues. Other relevant topics include sequencing the financial planning process, communications theory, financial assets, liquidity and cash management, and the effect of a changing economic environment. Prerequisites: FINA 300 or GSBA 505, 510, and 511.

MAFM 521 Insurance Planning (3)

A fundamental part of personal financial planning and personal financial management is risk management, which involves the identification, analysis, and management of a client's risk exposures. The purpose of risk management is to protect a client's assets and income against large, unexpected losses. Insurance topics including life, annuities, health, disability, long-term care, homeowners, and property insurance. Selection of the appropriate role of insurance planning will effectively transfer risk exposures in a sound risk management program. Prerequisites: FINA 300 or GSBA 505, 510, and 511.

MAFM 522 Investment Planning and Risk Management (3)

This course is designed to provide a sound basis for the analysis of publicly traded securities and for the development and management of an integrated portfolio management strategy. Based on experiential learning, the instructor will combine the most recent investment theory and critical thinking with practical security analysis and portfolio management techniques. Integrated throughout the course will be an important new area of financial analysis, behavioral finance, which has critical implications on investment management activities. Included in the course construct are presentations by distinguished and practicing portfolio managers. Prerequisites: FINA 300 or GSBA 505, 510, and 511. May not receive credit for this course and GSBA 521.

MAFM 523 Retirement Planning (3)

This course emphasizes the fundamentals of retirement planning from a personal financial planning perspective. Specifically, the course will emphasize the examination of various types of retirement plans and the taxation implications of those plans. Qualified plans as well as plan installations, administration, and terminations will be discussed. The suitability of investment portfolios for qualified plan situations will also be introduced. Prerequisites: FINA 300 or GSBA 505, 510, and 511. ACCT 306 is also recommended.

MAFM 530 International Financial Analysis and Reporting (3)

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a two-fold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional, and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. Prerequisites: ACCT 300 or GSBA 510 and 511.

MAFM 531 Applied Research for Financial Accountants and Auditors (3)

Applied research skills are essential for practicing financial accountants and auditors. This course focuses on helping professional accountants acquire applied research skills that will enable them to access relevant professional guidance, to understand it, and to apply it. Case analyses will be performed by students using the Internet and other relevant research materials. Students will prepare case analysis based upon their research and will present their results in oral presentations and in professional write-ups. Research on relevant ethical issues in the profession will be a critical part of the cases examined in the course. Prerequisite: ACCT 301.

MAFM 540 Controllershship and Cost Management (3)

This course will focus on current controllershship and strategic cost management topics. Topics to be studied include activity based costing, balanced scorecard, benchmarking, and management control systems. Teaching methods include lecture/discussions, case studies, and presentations. Development of appropriate values and ethics needed by company controllers is included in the course. Prerequisites: ACCT 302 or GSBA 510 and 511.

MAFM 550 Database Applications for Financial Professionals (3)

The focus of this course is to develop competence in solving organizational problems requiring the design, implementation, management, and use of database systems. The course addresses the technical, business, and application development issues associated with managing and using an organization's data resources. The course incorporates relational database technologies (Microsoft Access and Microsoft SQL Server) into the classroom experience via training and assignments, culminating with a group project requiring the development of a database. Prerequisites: ACCT 303 or GSBA 510 and 511.

MAFM 551 Accounting Software Selection and Implementation (3)

This course will provide students with an overview of what business applications are currently available, how they can be purchased and delivered, and how they can help organizations process transactions and gain competitive advantage. Particular emphasis will be given to accounting software and ERP systems, but other applications such as customer relationship management software, supply chain management software, and manufacturing-oriented packages will also be discussed with a focus on how they can integrate with and maximize the value of accounting software. Prerequisites: ACCT 303 or GSBA 510 and 511.

MAFM 552 Security and Control in an ERP Environment (3)

This course is designed to provide students with an awareness and basic understanding of the various security and control issues that arise in and around an organization's accounting information systems. Topic coverage will focus on current techniques that organizations use to secure their accounting applications including (ERP), corporate databases, operating systems, and external communications with customers and suppliers. Also covered will be issues related to the maintenance of adequate storage and backup policies and facilities for corporate data. A comprehensive project will allow students to apply their newly acquired knowledge to a real-world setting. Prerequisite: ACCT 303.

MAFM 560 Tax Research (3)

This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law, and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. Prerequisite: ACCT 306.

MAFM 561 Partnership Taxation (3)

This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs), and limited liability partnerships (LLPs), and the taxation of entity owners. Students who complete this course will: 1) understand common partnership, LLC, and LLP terminology; 2) know how and where to research non-corporate tax issues; 3) learn to prepare and review common non-corporate entity tax reports; 4) develop skills in communicating tax issues and answers to clients; 5) understand non-corporate tax planning techniques; 6) understand how to creatively structure transactions consistent with current tax laws; and, 7) understand how the California Board of Accountancy Ethics requirements

apply to taxation issues. Problem-based learning (practice problems, cases, and examples) will provide the core methods of classroom instruction. Prerequisite: ACCT 407.

MAFM 562 Estate and Gift Taxation and Planning (3)

This course examines the details of three Federal transfer taxes: the estate tax, gift tax, and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax, and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes, and present topics to the class. Prerequisite: ACCT 306.

MAFM 598 [595] Professional Accountancy Internship (3)

Applied learning experience working for a business, government, or nonprofit organization in an accounting related position. Grading is Pass/Fail. Prerequisite: Approval of placement by instructor. May only be taken once for 3 units toward degree requirements.

MAFM 599 Special Studies (3)

Special or Independent Study usually involving empirical research and written reports. Grading is Pass/Fail. Prerequisite: Permission of instructor and MAFM Program Director. May only be taken once for 3 units toward degree requirements.

MASTER OF SCIENCE IN EXECUTIVE LEADERSHIP

Delivered through a partnership between The Ken Blanchard Companies and the School of Business Administration, the Master of Science in Executive Leadership (MSEL) is an innovative, values-based business leadership degree. MSEL is the only program available that integrates Ken Blanchard's acclaimed and time-proven leadership philosophy with business leadership models that have transformed leaders and their organizations for over 20 years. The degree curriculum, a sequential, sixteen course program of study, facilitates the mastery and execution of key leadership competencies. The program's focus on innovative, real-world applications maximizes opportunities for both personal and organizational transformation.

The MSEL cohort-based program provides both established and emerging organizational leaders with an unsurpassed business leadership development experience. Executive-level participants engage in an applied-learning curriculum co-facilitated by the expert authors, theorists, and business leaders drawn from both The Ken Blanchard Companies and the School of Business Administration.

Change the world...learn to lead!

THE MASTER OF SCIENCE IN EXECUTIVE LEADERSHIP

Successful organizations need ethical leaders to motivate stakeholders in pursuit of a common vision. Today's most successful leaders realize that only with the help of all of their people can they create organizations that are customer-driven, cost effective, fast, flexible, and continually improving. Leaders also know that only through increased operational efficiencies and better service can companies deliver the high-quality products and services that customers demand. A rich understanding of this leadership practice distinguishes the MSEL from the traditional business degree. Graduates of this program have developed the skills necessary to lead and sustain high performing organizations.

This program, designed around an Executive Education Learning Model, encourages executive participants to learn from one another by sharing diverse perspectives and problem solving strategies in an environment that fosters creativity and innovation. This cohort-based program requires all students to progress together through a series of 16 specified courses over a 22-month period.

On each step of this powerful journey, students are guided by pairs of recognized experts drawn from both The Ken Blanchard Companies and the University of San Diego's School of Business Administration. The executive education format is structured to accommodate the schedules of working executives. Classes meet one weekend a month for 20 months with two one-week intensive sessions at the beginning and middle of the curriculum. In

this manner, MSEL delivers not only an AACSB accredited graduate business degree, but lifelong friendships and a valuable business network.

Students actively learn both business and leadership processes through intensive involvement in cohort groups, self and organizational analyses, as well as classroom activities. To maximize value, the program engages students in an applied learning methodology. In addition, distinguished guest lecturers, media presentations that extend the in-class seminars, distance learning between on-site course weekends, and facilitated analysis of the cohort group's dynamics contribute to the learning process. This competitive program is designed for the committed organizational member who will use his or her organization as a learning application laboratory.

The MSEL program objectives are designed to:

- Promote demonstrable skills for effective, values-based leadership
- Develop a breadth of business functional skills
- Facilitate behavioral change in self and others through self-knowledge, cultural sensitivity, and team dynamics
- Foster critical thinking and analytical skills needed to effect self and organizational change
- Assure the highest quality of peer interaction and a robust learning community

A typical candidate for the MSEL program has at least five years experience as a professional and is currently serving in a position of leadership. He or she wants to learn how to more systematically leverage the leadership experience into accelerated personal and organizational growth. Because the program presents classroom lessons that are required to be put into practice, all students should expect to continue to work in leadership roles throughout the duration of the program.

The MSEL blends a concentrated focus on key leadership competencies with core elements of the traditional MBA. This integration provides graduates with an interdisciplinary framework of fundamental business knowledge such as customers and markets, financial management, financial controls, and organizational strategy. But as a specialized master's degree program, the emphasis is on understanding and developing skills in various leadership contexts. This program satisfies those who seek a personal development experience that emphasizes the leadership functions of motivating and developing people and organizations over the administrative responsibilities of maximizing work-unit efficiencies or technical elegance.

ADMISSION REQUIREMENTS

MSEL candidates have typically held positions of responsibility including chairman, CEO, president, vice president, director, and manager. Most are looking for opportunities to learn skills that will boost their careers and assist them in creating a more dynamic relationship with work. Accelerating personal growth is often a primary objective. As the first criteria for admission, candidates are expected to have a set of diversified leadership experiences.

- Five or more years in a professional capacity within an organization
- Currently serving in a leadership/management position
- Expects to continue to serve as a leader within an organization throughout the program

Additional screening is typical of that found for entry into most business graduate degree programs – the assessment of academic competence.

- Bachelor's degree from an accredited college or university
- Graduate Management Admissions Test (GMAT) or an equivalent Professional Work Product prepared by the candidate
- Letters of recommendation from the applicant's supervisor, a colleague, and a direct report
- Essay explaining why the applicant is interested in the MSEL program and how the degree program will further the applicant's personal and professional goals

Leaders and managers who are interested in this program should request a copy of the application from the MSEL Program Office at (619)260-4828 or download the application at <http://business.sandiego.edu/misel>

CURRICULUM OVERVIEW

MSEL emphasizes understanding and developing the leadership skills necessary for success in a variety of organizational contexts. This carefully coordinated and highly integrated series of 16 courses provides participants with a specialized master's degree that has both similarities and differences with the traditional MBA. Both build on an interdisciplinary core of information analysis, customers and markets, financial management, financial controls, and business strategy. MSEL alone provides a consistent focus on leadership theory and practice, ranging from self-leadership to leadership that transforms organizations.

The 16-course sequence consists of eight 3-unit courses and eight 1.5-unit courses, totaling 36 units. All courses are required, are team taught, and will be taken in the following order:

- MSEL 501 – Preparing for Leadership: Self-Appraisal and Analysis (3)
- MSEL 502 – Optimizing Individual Learning (1.5)
- MSEL 503 – Organizational Ethics I (1.5)
- MSEL 504 – Data Analysis and Decision-Making (3)

- MSEL 505 – Communicating your Leadership Point of View (1.5)
- MSEL 506 – Understanding Customers and Markets (3)
- MSEL 507 – Partnering for Performance Using Situational Leadership II® (1.5)
- MSEL 508 – Accounting: Reporting and Decision-Making (3)
- MSEL 509 – Leading High-Performing Teams (3)
- MSEL 510 – Financial Management and Investments (3)
- MSEL 511 – Leadership in a Global Context (1.5)
- MSEL 512 – Organizational Ethics II (1.5)
- MSEL 513 – Sustaining Competitive Advantage: The Learning Organization (1.5)
- MSEL 514 – Leading Change (3)
- MSEL 515 – Planning and Implementing Organizational Strategies (3)
- MSEL 516 – Leading High-Performing Organizations (1.5)

COURSE DESCRIPTIONS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

MSEL 501 Preparing for Leadership: Self-Appraisal and Analysis (3)

The first one-week track serves as an orientation to the master's program. Students explore the relationship between personality and behaviors of the socially responsible leader. Topics include personality theory, disposition beliefs, values, and presentation of self in the workplace. Students learn what values and character they bring to their management roles, as well as how to diagnose the disposition and value framework others bring to the workplace. Approaches include diagnostic instruments for self and others, role-plays, case studies, a writing project to establish a personal mission statement, and formulating strategies for balancing work and personal lives.

MSEL 502 [513] Optimizing Individual Learning (1.5)

Primary focus is given to the only sustainable competitive advantage in business today – learning. The “Leader as Learner” is the main theme of this course. Optimizing Individual Learning will focus on individual learning as applied in an organizational setting. Common business processes and skills practiced will assist in defining, understanding, and developing a learning organization, and optimizing leadership so individuals in organization can out-learn, out-think, and out-create competitors while maximizing individual and organizational performance. Topics include: the perceptive, psychological, environmental, physiological, emotional, and sociological preferences that influence learning, concentration, and understanding; the brain, cognitive science, speed-reading, and attention/memory

strategies. Teaching methods include assessment tools, role-plays, lecture, and participant presentations.

MSEL 503 Organizational Ethics I (1.5)

Effective leadership requires an understanding of the differing values positions that exist in a variety of contexts. In particular, students must examine the moral features of activities and decision-making within and among organizations. Beginning with the assumption that most people want to act ethically most of the time, individuals must also recognize that people and relationships are complex. Determining the proper course of action is at least as difficult as taking that action within an elaborate network of stakeholder relationships. Toward improving moral analysis in organizations, this course will cover topics including the effects of time pressure, division of loyalties, conflicts of obligations, effects of bureaucracy, nature of authority, cultural relativism, and international ethical differences.

MSEL 504 [502] Data Analysis and Decision-Making (3)

In a rapidly changing business environment, accessing and interpreting data for effective decision-making is critical. MSEL students will explore systematic processes for business problem solving. Students will obtain and process information, and develop skills in probability and statistics and risk analysis and measurement. Topics to be covered include collecting and processing information, statistical inference, regression analysis, risk analysis, and information technology. Common business processes and business skills practiced are gathering and organizing data, quantitative data analysis, forecasting, decision-making under uncertainty, and communicating or presenting results. Special emphasis will be given to computer techniques, especially using Microsoft Excel, for statistical analysis and problem-solving.

MSEL 505 [503] Communicating your Leadership Point of View (1.5)

Research demonstrates the importance of developing a clear leadership point of view. Through introspection and analysis, students will explore the relevance and applicability of a Servant Leadership model in both personal and professional contexts. Developing an actionable leadership point of view, presented in both oral and written formats, forms the core of this course. Faculty and peer feedback will play a major role in the development of an articulate, teachable leadership point of view that has relevance across personal and professional contexts. Teaching methods include self-diagnosis, role-plays, case studies, and presentations by both faculty and students.

MSEL 506 [504] Understanding Customers and Markets (3)

Achieving organizational success requires a fundamental understanding of the marketing process in both the firm and in society through an analysis of the environments that

affect marketing. With a focus on internal and external customers, the course examines contemporary issues that affect the efficient and effective operation of both the micro and macro marketing systems. It provides an opportunity to put into action the principles and lessons learned. The most important objective is for each participant to develop an understanding of the field of marketing, including its scope, theoretical foundations, challenges, opportunities, and limitations. Topics include product differentiation, branding, pricing, promotion, demand analysis and estimation, and distribution. Teaching methods include lecture, case studies, and simulations.

MSEL 507 [505] Partnering for Performance Using Situational Leadership II® (1.5)

Managing human behavior in organizations is essential to efficient operations. Exploring the problems, possibilities, and prescriptions of ethically leading in a one-on-one context forms the foundation of this course. Students build skills that enable them to find out what their employees need to accomplish their personal and organizational goals, use a variety of leadership styles to meet those needs, and set up a communication process for reaching agreements on what the manager and the employee can expect from each other as they work together. Topics include leadership style, employee competence and commitment, diagnosis, style flexibility, goal setting, feedback, problem-solving, and consequence management as processes in developing people. Teaching methods include diagnostic instruments for others and self, role-plays, case studies, and a project that applies to the student's workplace.

MSEL 508 Accounting: Reporting and Decision-Making (3)

Business leadership requires an understanding of specialized skills and tools used in financial and managerial accounting. The objective is to prepare leaders to effectively use available financial information when making decisions and to critically evaluate the financial information presented by others. Accounting is presented as the principal planning and control tool of business. Topics include financial reporting, costing methods, and performance assessment. Common business processes and skills practiced are financial statement analysis, segment analysis, allocation and activity-based costing, transfer pricing, budgeting, and cost/volume/profit analysis. Special attention is given to concepts in open book management and enterprise resource planning.

MSEL 509 [507] Leading High-Performing Teams (3)

Exploring the challenges and possibilities of creating and leading in a team-based, socially responsible organizational culture forms the basis of this one-week session. Students examine the theories and practices necessary to be an effective leader or member of a high-performing

team. Development of self-knowledge and skills for diagnosing stages of team development, observing and interpreting team dynamics enhance a leader's ability to effectively organize and manage teams. Stress will be placed on leadership skills that improve interpersonal and facilitation skills. Application of knowledge and skills developed is required in real team situations within the student's organization. Topics include stages of team development, leadership style, team chartering, conflict management, decision-making, interventions, and group process skills.

MSEL 510 [509] Financial Management and Investments (3)

An understanding of the responsibilities, analytical approaches, and strategy implications from the perspective of the financial officer of a company are central to the leadership function. An integral approach to both the external (investor) and the internal (financial leadership) perspectives will be examined. Students analyze the tools required to manage the financial function within a mature corporation as well as the financial implications of a start-up company. In contrast, the external perspective explored will cover how the financial communities of investors view the corporation as an investment, and the responsibilities of the financial manager in maximizing the company's shareholders' wealth. Teaching methods include lecture, practice sets, case studies, and a research project demonstrating the use of technology.

MSEL 511 [516] Leadership in a Global Context (1.5)

Conceptually, this course extends leadership to a global perspective involving cross-cultural, geopolitical, and economic considerations and responses. Focus is on the challenges leaders face in a business world that has become global in opportunity, in dynamics of business, and in threats to business success. Topics include: forces pushing companies to be global, dealing with conflicting domestic and global issues, succeeding in multiple cultures, understanding how transnational firms operate, and learning how to analyze global potential for a business, industry, or region.

MSEL 512 Organizational Ethics II (1.5)

As a follow up to Organizational Ethics I, this course extends and builds on the decision-making framework established previously. Students are asked to write and analyze case studies based on ethical dilemmas they face within their own organizational contexts. Focus will be on the key factors that allow seemingly successful leaders to engage in unethical practices. Topics include the "Light of Day" test, possessing a sense of entitlement, failing to understand the distinction between rationalization and justification, engaging in super-optimism, confusing ethical tolerance with ethical relativism, and the art of self-deception.

MSEL 513 [514] Sustaining Competitive Advantage: The Learning Organization (1.5)

Building on the concepts developed in MSEL 502, this course focuses again on learning. Common business processes and skills practiced will assist in defining, understanding, and developing a learning organization, and optimizing leadership so individuals in organizations can out-learn, out-think, and out-create competitors while maximizing individual and organizational performance. Teaching methods include assessment tools, role-plays, lecture, participant presentations, and an action learning project.

MSEL 514 [511] Leading Change (3)

The problems and possibilities encountered when leading an organizational change effort form the basis of this course. Students examine the critical role of change agents through a variety of change initiatives. Competing theories of change are explored. Students develop an understanding of the stages of concern that individuals experience when dealing with change and why they resist it. In addition, students analyze past change efforts and develop a change initiative within their own organizations. Topics include organizational vision, focusing behaviors, inspiring behaviors, levels of concern when making organizational change, alignment of organizational systems, and theories of change. Teaching methods include diagnostic schemes, role-plays, case studies, and a writing project documenting an organizational change effort.

MSEL 515 [512] Planning and Implementing Organizational Strategies (3)

Formulating organizational strategy requires the integration of a wide variety of knowledge and skills across multiple business functions. Through simulation and applied business processes, students develop strategies that integrate the learning from all of their previous courses. The course relates both effectiveness and efficiency in complex organizations and offers a prescriptive model to apply based on performance diagnosis. Topics include competitive analysis, capital investment decisions, market planning, and social responsibility. Leadership and management skills practiced include strategic mission and vision creation, strategic planning, financial forecasting, market planning, investor relations, and written and oral presentations. Teaching methods include guided group discussions, student presentations, guest speakers, readings, cases, simulation, and exercises.

MSEL 516 [517] Leadership for High Performing Organizations: Crafting the Future (1.5)

As the final course in the program, this module provides the opportunity for the students to synthesize and bring closure to this formal stage of their learning. Students present a culminating portfolio and assess the extent to which they have developed the necessary competencies to perform as high potential executive leaders who impact high performing organizations.

MASTER OF SCIENCE IN GLOBAL LEADERSHIP

The Master of Science in Global Leadership (MSGL) is a cohort-based program where students progress together through a 15-month course of study. The 31-unit curriculum integrates content of 13 courses within three main thematic areas:

- Leadership/ethics
- Best business practices and techniques
- Global/geopolitical environment

Delivered in a flexible, executive education format, students begin with an intensive session lasting one week during which time students start and largely finish four classes. This begins a period of independent and team-based studies that include classroom sessions, guest speakers, and a variety of remotely-delivered educational exercises.

Following the initial week-long session, students may choose one of three continuation paths:

- Attendance at monthly on-campus sessions
- Course completion via distance learning methods
- A combination of the above two options

At the conclusion of this course of study, all students return to the campus for a one-week final session. This final week includes participation in a capstone experience, MSGL 509, wherein the students complete a two-day exercise serving in key positions of a simulated international corporation.

The MSGL offers many of the topics included in MBA programs, but concentrates on those most valuable to mid-level executives. The typical candidate for the MSGL program will have four to five years of experience as an executive and be expecting to assume positions of increasing responsibility with time.

This new version of the MSGL program includes a three-course sequence designed to prepare students to pass the Project Management Professional (PMP) certification examination. This specific portion of the master's program is timed to end during the final week of classes so that students can finish this requirement in a timely fashion if desired. All students completing these three courses will be awarded a Certificate in Project Management from the University of San Diego's School of Business Administration in addition to the Master of Science in Global Leadership degree.

This course of study has been created specifically for a busy working professional whose work demands make attending a campus-based program difficult. The incorporation of distributed education technologies will enable many to continue their academic efforts while faced with challenging and changing work schedules.

QUALIFICATIONS FOR ADMISSION

The first requirement for admission is the demonstration of the ability to successfully complete the program based on prior academic performance. Normally this performance will demonstrate:

- A minimum 3.00 GPA (4.00 basis) in last 60 units
- Minimum 500 GMAT
- TOEFL – International applicants only

In addition, candidates will be expected to provide:

- A letter of recommendation by their immediate supervisor (commanding officer for military personnel)
- A brief essay discussing reasons for wanting to complete the MSGL program
- A resumé describing work experience to date

Applicants should request a copy of the application form unique to this program from the MSGL Program Office located in Olin Hall. The application form contains further contact information, and a phone interview with the Program Director or Associate Director is expected prior to submission of the application form.

REQUIREMENTS FOR THE MSGL DEGREE

The following courses are all required. Their order of delivery may vary slightly from cohort to cohort. No substitutions are allowed and no credits may be applied from other courses of study to meet the MSGL requirements. The units for each course are shown in parentheses following the course title.

- MSGL 502 – Foundations of Ethical Leadership (2)
- MSGL 503 – International Comparative Leadership and Management (2)
- MSGL 506 – Leading Others: Individuals, Teams, and Organizations (3)
- MSGL 507 – Understanding Organizations (3)
- MSGL 509 – Integrating Leadership Project (2)
- MSGL 510 – Global Society (2)
- MSGL 512 – Global Politics, Policy, and Law (2)
- MSGL 513 – Understanding International Business (3)
- MSGL 522 – Project Management (2)
- MSGL 526 – International Negotiations (2)
- MSGL 527 – Strategic Planning and Management (2)
- MSGL 528 – Applied Project Management (3)
- MSGL 529 – Project Leadership (3)

COURSE DESCRIPTIONS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

MSGL 502 Foundations of Ethical Leadership (2)

Examines ethical principles and theories, ethical decision-making techniques, and obstacles to ethical behaviors. Practical comprehension, empathic reasoning, and applications to military, government, business, and international agencies are emphasized. Topics include traditional ethical theories, popular ethics tests, relativism, values, character development, stakeholder theory, and psychological aspects of moral development and impediments to ethical behavior such as rationalizations. Teaching methods include lecture, case studies, discussions, and debate.

MSGL 503 International Comparative Leadership and Management (2)

Prepares participants to recognize the differences in cultural value systems and behaviors in the global environment and how they affect leadership. Practical suggestions on how to succeed as a manager in foreign cultures and as a manager of foreign nationals will be examined. Compares and contrasts the styles and effectiveness of leadership practices of contemporary and historical leaders. Teaching methods will include lecture, discussion, group exercises, and case study.

MSGL 506 Leading Others: Individuals, Teams, and Organizations (3)

Explores multiple leadership models and examines their applicability to diverse global situations. It also trains participants in essential skills for leading individuals, teams, and organizations. Topics include power and influence, transactional versus transformational leadership, emotional intelligence, leadership styles, situational contingencies, team facilitation, process analysis, and strategic planning. Teaching methods include self-assessment, lecture/discussion, team projects, film analysis, role-plays, process observation, case analysis, and experiential exercises.

MSGL 507 Understanding Organizations (3)

Develops an understanding of fundamental organizational concepts to include basic organization theory, structures of organizations, the learning organization, and organization change techniques. The course begins by establishing knowledge of basic definitions and structure, moves to build an understanding of organizational cultures, and concludes by discussing strategies for change – building more effective organizations. Teaching methods include lecture, discussion, exercises, team assignments, and various audio and video sources.

MSGL 509 Integrating Leadership Project (2)

This course is the capstone of the Global Leadership program. Each master's candidate will participate in an international business simulation that will model the challenges and behaviors of a realistic corporation involved in the global arena. The simulation will serve to exercise skills and knowledge gained during the completion of the entire curriculum, integrate the essence of all courses and serve as a realistic bridge between academic study and practical experience.

MSGL 510 Global Society (2)

Focuses on the historical, cultural, ethical, leadership, and religious traditions of the major countries within each region. Topics include rituals, value systems, interpersonal interactions, customs, attitudes, social organizations, etiquette, protocols, and gender relations. Teaching methods include lecture, case studies, and discussion.

MSGL 512 Global Politics, Policy, and Law (2)

Examines the complex array of politics, ethics, and law in the global environment, the influence of culture on ethics and law, international organizations, and methods for resolving international disputes. Topics include national security issues, international law and policy-making, labor and employment issues, strategic alliances, human rights, state sovereignty, intellectual property rights, and aspects of foreign commercial and investment activities. Teaching methods include lecture, case studies, discussion, and debate.

MSGL 513 Understanding International Business (3)

Develops an understanding of the global environment in which international business takes place as well as the role and behavior of the international firm as it responds to the environment. The course provides the knowledge, skills, and sensitivities that help manage business operations more proactively in the turbulent international environment. Through cases and discussions within a social and ethical framework in the international marketplace, aspects of production, research, marketing, and finance – along with their interrelationships – are studied.

MSGL 522 Project Management (2)

Explores the problems, responsibilities, and opportunities associated with leading and managing a project. Topics include project team organization, statements of work, work breakdown structures, project planning and scheduling tools, cost analysis, project management software, resource allocation and scheduling, project monitoring and control, status reports and communication, and project closure. Participants learn how to take a project through its life cycle, structure and lead a project management team, and successfully complete a project. Teaching methods include lecture and experiential exercises (management and completion of a major project, periodic status reports, presentations, and post-project analysis).

MSGL 526 International Negotiations (2)

Examines the science and art of negotiation. The science will be learned largely through readings and discussions of the readings. The art will be learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing the participants to nuances of different cultures. Teaching methods will include lecture, discussion, group exercises, and case study.

MSGL 527 Strategic Planning and Management (2)

Examines strategic planning including the development of appropriate mission statements, international and global environmental analyses, the establishment of objectives, and the development of appropriate strategies and tactics to fulfill the objectives. In a military context, these principles can be applied to situations such as disaster relief, drug interdiction, border security, and regional military actions. Teaching methods include lecture, discussion, group exercises, and case studies.

MSGL 528 Applied Project Management (3)

Takes a detailed look at the five phases of project management: initiating, planning, executing, controlling, and closing. Deliverables from MSGL 522 will be revisited with a focus on the best tools available to the project manager for perfecting the skills needed to accomplish the desired outcomes. Students will also gain additional expertise with MSPProject® through in-class exercises and outside assignments. Emphasis in the course will be on the nomenclature and skills needed to successfully pass the PMP® certification examination in project management. Teaching methods include lecture, case studies, and experiential exercises.

MSGL 529 Project Leadership (3)

Examines the relationships a project manager has with all project stakeholders. A strategic approach will be taken on successfully managing within the larger organization, leading the project team, and satisfying the customer. Topics will include responsibilities and authority, staffing projects, project communications, managing conflict, and time management. Emphasis will be on the nomenclature and skills needed to successfully pass the PMP® certification examination in project management. Teaching methods include lecture, case studies, and experiential exercises.

MASTER OF SCIENCE IN REAL ESTATE

THE MASTER OF SCIENCE IN REAL ESTATE (MSRE)

The MSRE degree offers a curriculum that develops the specialized skills needed by real estate professionals. Through an interactive approach, the program provides students with the leadership, communication, and interpersonal skills necessary to compete for real estate careers at the middle-to upper-management levels or become real estate entrepreneurs.

Through the use of personalized teaching methods, including numerous "live" project-based courses, students gain a full appreciation and comprehension of the many different facets of the real estate profession. Specifically, the MSRE program produces graduates who have:

- Decision-making skills, including financial and quantitative analysis
- Negotiating skills and an understanding of the ethical conduct issues in the real estate profession
- Business writing, critical thinking, and problem solving skills
- Oral communication and interpersonal skills
- Technology-related skills, including ARGUST™, CoStar®, and other real estate databases

Real estate is a multi-disciplinary field and the MSRE focuses on providing students with a solid foundation comprised of the many different disciplines and components that comprise the real estate profession. Discussion of the political and social implications of real estate decisions, as well as their ethical dimensions, is incorporated throughout the curriculum. The program is built on the reputation and strengths of the USD School of Business Administration and its Burnham-Moores Center for Real Estate, emphasizing leadership skills, negotiations, ethical decision-making, and professional competencies.

QUALIFICATIONS FOR ADMISSION

- College/university degree transcripts (officially sealed) with minimum 3.0 GPA
- GMAT score with a minimum of 550
- Two (2) recommendation forms: one academic and one professional
- Statement of interest in a real estate career (no longer than two pages, double spaced, 11 pt font)
- Complete application form with signature
- Resumé
- Application fee of \$45
- International students are required to take the TOEFL test
- Application filing date is early April (see www.usdrealstate.com for exact date)
- Notification date is early May

Those who are interested in this program should request an application form from the MSRE Program Office at (619)260-4150 or e-mail realestate@sandiego.edu.

REQUIREMENTS FOR THE MSRE DEGREE

Courses (all required; open only to MSRE students)

- MSRE 500 – The Real Estate Process and Market Analysis (2)
- MSRE 501 – Residential Finance and Housing Policy (3)
- MSRE 502 – Real Estate Law, Ethics, and Public Policy (3)
- MSRE 503 – Commercial Real Estate Finance and Investment (3)
- MSRE 504 – Urban Land Economics (2)
- MSRE 505 – Negotiations and Ethical Issues in Real Estate (3)
- MSRE 506 – Strategic Management of Real Estate Assets (2)
- MSRE 507 – Urban and Suburban Development Process (3)
- MSRE 508 – Commercial Real Estate Valuation (3)
- MSRE 509 – Commercial Real Estate Capital Markets (2)
- MSRE 510 – Real Estate Feasibility Analysis (3)
- MSRE 511 A, B, C – Real Estate Seminar Series (3)

Total: 32 units

COURSE DESCRIPTIONS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

MSRE 500 The Real Estate Process and Market Analysis (2)

An intensive week-long first course introduces basic real estate fundamentals to provide an overall foundation. Highlights the crucial role of being a socially responsible, ethical real estate professional in shaping communities for future generations. Provides training in the different technology-related tools used throughout the program (financial modeling with Excel, etc.) as well as beginning team-building and networking within the student cohort. Key real estate professionals serve as guest speakers and highlight the many different disciplines comprising the real estate process.

MSRE 501 Residential Finance and Housing Policy (3)

Provides an overview of real estate markets, financing mechanisms, and the funding institutions. Emphasis is on residential markets with attention to land use and planning issues as well as housing policy issues (especially for

San Diego County). This course will include a brief introduction to commercial financing. It will also provide opportunities to interact with real estate professionals through outside speakers, field trips, and conferences/meetings involving real estate executives.

MSRE 502 Real Estate Law, Ethics, and Public Policy (3)

Provides historical foundation and fundamental legal principles affecting real estate. Uses case studies and current events in real estate law and ethics to explore critical issues in the real estate marketplace. Special emphasis is given to transactions, investments, and development of real estate as related to contracts, ownership, transfer, land use, and environmental issues. Required readings, document reviews, class discussions, applied research, presentations, and outside speakers enable a practical understanding of ethical principles and legal implications that impact real estate involving residential and commercial real properties, environmental concerns, and risk management matters.

MSRE 503 Commercial Real Estate Finance and Investment (3)

Introduces core concepts, principles, analytical methods, and tools useful for making finance and investment decisions regarding commercial real estate assets. Uses a multi-disciplinary approach to vigorously study the financial, spatial, and social economics of commercial real estate. Builds a cohesive framework to analyze complex real estate finance and investment decisions emphasizing fundamentals of property markets and financial markets (primary emphasis on "Main Street" deals rather than Wall Street).

MSRE 504 Urban Land Economics (2)

Real estate can be viewed as a consumption good, an investment good, or an input in the production process, and thus plays an important role in defining urban land use and the resulting development of real estate within a community. Examines physical constraints placed on land use within the framework of physical and biological limitations, technological and economic limitations, and political and institutional limitations. Studies economic considerations associated with acquisition, development, management, and use of real estate, concluding with institutional roles.

MSRE 505 Negotiations and Ethical Issues in Real Estate (3)

Negotiations are central to most decisions made about a real estate asset starting from the original acquisition agreement to the lease agreement, operations and management, as well as disposition; and these often confront the parties involved in ethical dilemmas. This course explores

the science and art of negotiation with "science" learned largely through readings and discussions, and "art" learned through experience gained in simulated real estate negotiations where students examine the ethical dilemmas facing various parties to a transaction.

MSRE 506 Strategic Management of Real Estate Assets (2)

Examines strategic and tactical risk management strategies for real estate assets involving ownership entities including: individuals, institutional investors, and businesses. Emphasizes how asset management can directly affect cash flows and therefore the underlying value of a single asset or a portfolio of assets. Topics include financing and refinancing opportunities and techniques, designing a tenant mix, marketing strategies for leasing the asset, creating and implementing repositioning strategies, planning capital expenditures, budget and management reporting, cost control, and operations strategies. Considers role of real estate in a corporation including its relationship to the strategic plan and balance sheet; its place in corporate mergers; and its programming, procurement, investment, management, and disposal.

MSRE 507 Urban and Suburban Development Process (3)

Provides a step-by-step analysis of phases involved in the real estate development process including original product conceptualization based on market research, site acquisition, entitlement process, construction process, financing, and marketing (lease-up) of the property. Leadership, management, and control of the development teams will be highlighted. Land use theory, traditional and contemporary metropolitan development patterns, transportation, and environmental issues will also be discussed. Consideration will be given to the impact of decision choices, investment objectives, changing technology, telecommunication, and socioeconomic and market activities on the development process and the success of a real estate project.

MSRE 508 Commercial Real Estate Valuation (3)

Focuses on the theory and practice of real property valuation beginning with fundamental concepts of real estate appraisal, then gaining practical experience by completing an appraisal and analysis of an investment property in San Diego. Teams are assigned an industry mentor who provides the appraisal project and coaches the data gathering process. Concludes with team presentations of their appraisal projects to a panel of judges. Employs the ARGUSTTM financial software and various real estate market databases such as CoStar[®] properties to complete the valuation.

MSRE 509 Commercial Real Estate Capital Markets (2)

Examines the major players, investment criteria, and deal structures available within the capital markets (both debt and equity) for the real estate investor. Analyzes roles of traditional sources of real estate capital, as well as the proliferation of newer financial products, with a focus on the risk/return parameters for the various sources of capital.

MSRE 510 Real Estate Feasibility Analysis (3)

Teams of two to three work on a live feasibility-consulting project in the San Diego region providing the "client" with a professional presentation and a report at the end of the term. Projects will vary so that the entire class will be exposed to several different kinds of real estate challenges. The unique attributes of alternative real estate assets will be explored. Helps develop problem-solving and consulting skills essential for success in determining real estate feasibility.

MSRE 511 A, B, C Real Estate Seminar Series (Three 1-unit sessions)

A series of three courses designed to bridge the academic/practitioner gap by providing student interaction with regional, national, and international real estate experts. These courses are structured as a weekend seminar format that will be held three times per year. Topics vary depending on the speakers, but the focus is on large-scale real estate development or investment cases where critical players are the presenters/moderators of the sessions. Undergraduate students, the university community, as well as the real estate professional community are invited to participate.

MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT

MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT AND THE GRADUATE CERTIFICATE IN SUPPLY CHAIN MANAGEMENT

The Web-based Master of Science in Supply Chain Management (MS-SCM) is designed for high-performing managers and executives who have an established track-record of success in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help their sponsoring firms progress to world-class supply chain management status, with significant improvement in their firms' profitability.

At the completion of this program, students who have mastered the curriculum will be able to:

- Demonstrate mastery of the principles of world-class supply chain management
- Identify gaps between their organization's processes and world-class processes
- Apply project management practices to one or more such gaps
- Demonstrate success as an ethical leader in supply chain management
- Demonstrate teamwork and team leadership skills

This 36-unit program consists of two phases. Phase I of the program is the Graduate Certificate in Supply Chain Management (GC-SCM). Students have the option of completing Phase I only and receiving a Graduate Certificate in Supply Chain Management. Upon successful completion of Phase I (GPA 3.0 or higher), students may matriculate into Phase II and complete the MS-SCM.

The MS-SCM program is offered online in a lock-step, cohort-based format and requires 26 months for completion. There is a two month break between Phase I and II, which each require one year for completion. This break allows students time for reflection and rejuvenation. The delivery format employs a blended approach to learning, whereby students spend 11 days on campus per year and complete the remainder of the instruction via online learning. The regular online interaction makes it possible for students to interact with their instructors and fellow students in a user friendly manner. Students often make deeper connections with their online colleagues than in the bricks-and-mortar classroom.

Phase I encompasses an 18-unit curriculum that integrates the three legs of supply chain management: supply management, logistics, and operations. Phase II, which requires an additional 18 units, expands on these principles adding emphasis in law and ethics, leadership, organization change management, supplier development, global supply management, finance, and marketing. Both phases are designed to blend proven concepts with contemporary

best practices found in successful businesses and governments throughout the world.

Integrative Project

The custom focused integrative project is the cornerstone of both phases. The project in Phase I addresses a gap between best-in-class practices as developed in the course work and current practices at a sponsoring organization. The advanced integrative project in Phase II requires students to apply knowledge gained in course work in leadership, change management, and ethics to a real-world gap between world-class practices and a sponsor's practices.

The sponsored project is the vehicle for applied learning and it provides the link between theoretical and applied learning. In addition to the learning resulting from successful project completion, sponsoring organizations receive a positive financial return on their tuition investment. Individuals who are not sponsored by their firms or who do not have internal executive-level support for the integrative project are afforded an opportunity to undertake a project at a nearby firm (usually a small business) or a master's thesis. The project director, together with the SCMI Director, facilitates these students in fulfilling the requirement of the Integrative Project course.

Active Learning Portfolio

Many experiences in business and life in general are spontaneous and sudden, giving little time to learn from what has been experienced. The opportunity for retained learning increases when experiences are recorded. In addition to providing the student with a record of his or her learning, portfolio-based learning provides a student's employer with an easy-to-review compilation of the learning process.

A portfolio is a collection of a student's experiences and achievements during a period of educational activity. A portfolio can contain a log or diary, record of events, project reports, project research, audits and evaluations, papers students have read, observations and reflections, video of consultations, and case descriptions and analyses.

ADMISSION REQUIREMENTS

To provide flexibility to our prospective students, two application pathways are possible:

1. Apply to the Graduate Certificate in SCM program with the intention to matriculate into the MS-SCM or the MSGL. The intention to matriculate must be clarified in the *Statement of Purpose* at the time of application. A 3.0 GPA in the Graduate Certificate is required to matriculate. If a 3.0 is not attained, a minimum score of 500 on the GMAT is required for matriculation.
2. Apply to the MS-SCM program directly. The GMAT is required. Acceptance to the MS-SCM includes acceptance to the GC-SCM program, as it is the first year of the MS-SCM. We offer this as some companies will not reimburse their employees for a certificate program, but will reimburse for a master's program.

Basic admission requirements include:

- Minimum two years work experience in a supply chain management related capacity within an organization
- Bachelor's degree from an accredited college or university
- Minimum GMAT Score of 500 (only applicable to option #2)
- Currently acting in a supply chain management-related position
- Expected to continue to serve in a supply chain management-related position within an organization throughout the program
- Additional screening related to the assessment of academic competence is typical of that found for entry into most business graduate degree programs

In addition, candidates will be expected to provide:

- Two letters of recommendation from the applicant's supervisor, a colleague, direct report, or university professor (only one letter is required for option #1)
- Statement of Purpose – an essay explaining why the applicant is interested in the MS-SCM program and what the applicant will do with the skills developed
- A resumé describing work experience to date

International students who possess an L-1 (business visa) may apply.

COURSE REQUIREMENTS

Phase I (GC-SCM)

- MSCM 551 – Supply Management (3)
- MSCM 552 – Operational Processes (3)
- MSCM 553 – Logistics and Supply Chain Systems (3)
- MSCM 554 – Strategic Cost Management (3)
- MSCM 555 – International Negotiations (3)
- MSCM 559 – Integrative Project (3)

Phase II

- MSCM 571 – Leadership and Ethics for Supply Chain Managers (3)
- MSCM 572 – World-Class Supplier Development (2)
- MSCM 573 – Organization Change Management (2)
- MSCM 574 – Global Supply Management (1)
- MSCM 575 – Law, Ethics, and Contracts for Supply Chain Management (2)
- MSCM 576 – Finance for Supply Chain Managers (1)
- MSCM 577 – Marketing in a Supply Chain Management Context (1)
- MSCM 578 – Value Network Management (3)
- MSCM 599 – Advanced Integrative Project (3)

COURSE DESCRIPTIONS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

MSCM 551 Supply Management (3)

Examines the challenges of integrating the members of an organization's supply management system. Such improvements reduce time-to-market and improve quality and the inflow of technology from the firm's supply base, thereby increasing market share and profitability. These improvements also result in reductions in the total cost of ownership for purchased materials, services, and equipment. Addresses supply management's role in: social responsibilities; buyer-supplier relationships; ethics; cross-functional teams; quality, price, and cost analysis; methods of compensation; total cost of ownership; the development of requirements; acquisition of services and equipment; outsourcing; global sourcing; post-award activities; and legal issues.

MSCM 552 Operational Processes (3)

Examines operational processes of the supply chain from acquisition of materials through conversion to physical distribution of goods and services. Topics include workflow systems, inventory systems, quality systems, production systems, logistics systems, cost estimation, optimization, and continuous improvement. Common business processes and business skills addressed include: production planning, workflow scheduling, cost estimation, resource

allocation, work methods design, inventory management, and continuous improvement methods.

MSCM 553 Logistics and Supply Chain Systems (3)

Provides an understanding of supply chain dynamics and analytical methods used to analyze, plan, and manage supply chain operations. Topics include: e-commerce; supply chain problems and issues; analytic techniques and applications used to address supply chain planning and management; and a comparative foundation of current industry applications, their benefits, and limitations.

MSCM 554 Strategic Cost Management (3)

Investigates the highly dynamic, timely, and little understood area of cost management in the supply chain. Promotes cost reduction as a critical tool in competitive business strategy redirecting emphasis from price to the total cost of ownership. Identifies costs throughout the supply chain system and methods of measuring costs and determining cost drivers. Develops written strategies on reducing/managing costs.

MSCM 555 International Negotiations (3)

Addresses the art and science of negotiation with the "science" learned through readings and the "art" learned through experience gained in simulated negotiations. These negotiations frequently are set in a foreign country, exposing participants to nuances of conducting business abroad. These mock or simulated negotiations are conducted both online and during the residence sessions held on campus.

MSCM 559 Integrative Project (3)

Each candidate identifies a sponsor-based supply management or supply chain-related project to complete during the certificate program. Projects are approved by management of the sponsoring organization and the Director of SCMI, and have the potential of contributing significantly to the sponsor's bottom line. The project may be conducted in a team environment if the project value exceeds the combined tuition of the team members.

MSCM 571 Leadership and Ethics for Supply Chain Managers (3)

Addresses leadership to build collaboration in supply chains. Students will learn to: identify forces that support or destroy collaboration, discover ways of discerning the perceptions of others, uncover attribution errors, create an arsenal of ethical strategies, identify areas where new human alliances need to be created, and build a learning journal. Topics addressed include: foundations of ethical leadership, diversity and inclusion, comparative leadership and management, international cultural context of leadership, leadership in a team-based context, and leadership and the learning organization.

MSCM 572 World-Class Supplier Development (2)

Supplier development consists of the process and activities that a buying firm undertakes to improve a supplier's performance and capabilities to meet the buying firm's supply needs. Buying firms use a variety of activities to improve supplier performance including: assessing suppliers' operations, providing incentives to improve performance, instigating competition among suppliers, and working directly with suppliers, either through training or other activities. Topics addressed include: strategic perspectives, supplier development process, supplier development enablers, barriers to supplier development, and world-class supplier development.

MSCM 573 Organization Change Management (2)

Supply chain management organizations support the overall objective of a smooth flow of quality products, services, and information to optimize end customer satisfaction. This course focuses on organizational change in relationships, structures, communications systems, and culture. Topics addressed include: business process reengineering, diagnosing change, managing change, change leadership, organizational and culture behaviors, organizing for change, and change implementation.

MSCM 574 Global Supply Management (1)

World Class Supply ManagementSM requires active participation in the global marketplace. While many processes and practices are the same nationally and globally, many nuances exist when dealing with a global supply base. This course addresses these nuances, with a strong focus on cultural issues. Topics addressed include: global management perspectives, supply channels, direct suppliers, currency exchange and payment, socio-economic and political alliances, and cultural issues involving social justice.

MSCM 575 Law, Ethics, and Contracts for Supply Chain Management (2)

Ethics, diversity, and legal issues are of paramount concern to organizations that operate in today's global environment that pits supply chain against supply chain. Proactive companies recognize that striving for diversity and maintaining ethical policies and actions help enable world-class supply chain management. Topics addressed include: diversity suppliers, protecting the physical environment, workplace values, ethics in business, contract formation, and the legal context of supply chain management.

MSCM 576 Finance for Supply Chain Managers (1)

Supply Chain Managers require knowledge of finance to enable analysis of projects, justification for proactive investments, and estimation of supply chain costs. Topics addressed include: the motivators of finance professionals, time value of money, net present value, internal rate of return, working capital management, financing inventory, financing capital equipment, international finance, hedging, and options.

MSCM 577 Marketing in a Supply Chain Management Context (1)

The course introduces marketing in the context of effective management of the firm's supply chain. Supply Chain Managers require knowledge of marketing in order to develop, evaluate, and implement effective supply chain strategies. Topics addressed include: the motivators of marketing professionals, the marketing environment, life cycle strategies, market segmentation, market intelligence, product design, branding, packaging and services, and international marketing.

MSCM 578 Value Network Management (3)

This course begins by analyzing present day relations between customers and their suppliers at all levels. It then addresses the theories and mechanics involved in the development and management of buyer-supplier alliances. The third phase of the course addresses the complex nature of buyer-supplier networks, supply families, and virtual corporations. Students will learn about strategic sourcing; public sector sourcing; subcontract administration; developing and managing buyer-supplier alliances; and developing and managing networks, supply families, and virtual corporations.

MSCM 599 Advanced Integrative Project (3)

The advanced integrative project is a sponsor-based, supply chain-based project. Projects are approved by management of the sponsoring organization and the Director of SCMI and have the potential of contributing significantly to the sponsors' bottom lines. The projects may be conducted in a team environment if the project value exceeds the combined tuition of the team members. Topics addressed include: team formation, developing charters, project management, quantifying financial impacts, and presentation skills.

School of Education



PROGRAMS

Doctor of Education Program	120
Master's Degrees and Credential Programs Overview	122
Leadership Studies Programs	123
Counseling Programs	129
Learning and Teaching Programs	133
Special Education Programs	142
Marital and Family Therapy Program	145

ADMINISTRATION AND FACULTY

Paula A. Cordeiro, EdD Dean	Ana Estrada, PhD
Cheryl Getz, EdD Associate Dean	Fred Galloway, EdD
Janene White, MS Assistant Dean	Ken Gonzalez, PhD
Paula Kelly, EdD Director of Development	Steven Gelb, PhD
Teresa VanHorn, MAEd Director, American Humanics	C. Bobbi Hansen, EdD
Tedi Kostka, BA Credential Analyst	Lea Hubbard, PhD
John R. Mosby, MA Director of Outreach and Recruitment	Robert Infantino, EdD
Linda Siefert, EdD Director of Field Experiences	Noriyuki Inoue, PhD
Peggy Hetherington, MS Director of Field Experiences	Misook Ji, PhD
Rondi Stein, BA Budget Manager	Ronn Johnson, PhD
	Lori Low, PhD
	Judy Mantle, PhD
	Theresa Monroe, RSCJ, EdD
	Dan Miller, PhD
	Jo Ellen Patterson, PhD
	Athena Perrakis, PhD
	Reyes Quezada, EdD
	Jaime Romo, EdD
	Lonnie L. Rowell, PhD
	Mary Scherr, PhD
	Kendra Sisserson, PhD
	Lee Williams, PhD
	Susan Zgliczynski, PhD
Viviana Alexandrowicz, PhD	
Jerome J. Ammer, PhD	
Donna Barnes, PhD	
Kathryn Bishop-Smith, PhD	
Sandy Buczynski, PhD	
Kathy Collins, PhD	
Maria Luisa Dantas, PhD	
Edward F. DeRoche, PhD	
Robert Donmoyer, PhD	
Todd Edwards, PhD	

DOCTOR OF EDUCATION PROGRAM

LEADERSHIP STUDIES

The University of San Diego's doctoral program in Leadership Studies seeks to educate "practitioner-scholars" to make significant contributions in a variety of organizational settings in education, business, public administration, the military, religion, and psychology. The program also educates a number of students preparing to be interdisciplinary scholars of leadership; after graduation, these students may seek professions as university professors or work as policy analysts, evaluators, or consultants.

Exercising leadership effectively requires a framework of interpretation, a set of skills adequate to the task, and a commitment to ongoing learning. Often it involves inquiry and critical reflection; it may require a shift in the basic assumptions that regulate and constrain the way we interpret, understand, and manage our work and world. The Leadership Studies doctoral program provides conceptual and inquiry tools along with other leadership skills needed to accomplish these tasks. The emphasis is on both academic rigor and real-world relevance. This mix is accomplished through the use of a range of innovative teaching strategies (e.g., problem-based learning techniques, case studies, weekend conferences, and other experiential teaching strategies) and context-specific, decision-oriented research projects.

The Leadership program also is dedicated to providing a values-based education that fosters personal growth and moral development. It seeks to communicate to its students and the wider public an understanding of leadership that promotes justice and ethical behavior in our institutions, organizations, and communities.

The 66-unit program includes six core courses, seven electives consistent with the student's career goals, a minimum of five research courses, and credit-generating activities leading to a dissertation. The program is unique by virtue of its interdisciplinary approach, the diversity of the student cohorts, and its strong commitment to developing leaders who have the skills and inclination to make organizations not only effective and efficient, but also ethical and humane.

PROGRAM OF STUDY

Upon admission, each student is assigned a program advisor, with whom he or she will develop a program of study. Students are required to complete a minimum of 66 semester-units beyond the master's degree. Some students may qualify simultaneously for a Preliminary Administrative Services Credential from the State of California.

GENERAL REGULATIONS

1. Academic Performance Requirements

Doctoral students are required to maintain at least a 3.00 grade point average in their course work throughout the program.

2. Maximum Load

Doctoral students who are employed full-time may not take more than 6 units per semester unless the additional load is approved by the student's advisor and the Program Director. No doctoral student may take more than 12 units per semester without special approval of the student's advisor and the Associate Dean.

3. Transfer of Credit

With approval, a student may transfer up to 12 units of appropriate post-master's graduate course work taken at an accredited and USD-recognized college/university up to five years prior to the student's entry into the USD program (See *Transfer of Graduate Credit*, page 36). A student previously enrolled elsewhere in an accredited doctoral program recognized by USD may appeal to the faculty for the transfer of more than 12 units.

Transferred credit must be for courses that are consistent with the goals of the Leadership Studies program. Transfer credit will normally not be substituted for either core or research courses.

4. Advancement to Candidacy Process

After completing at least 42 units of course work, students must successfully complete the Advancement to Candidacy process. Part A of this process involves the preparation of a qualifying paper that normally relates to a student's dissertation topic. Part B of the Advancement to Candidacy process involves preparing and successfully defending a dissertation proposal. More detailed information about the Advancement to Candidacy process can be found in the *Doctoral Student Handbook*.

5. Admission to Candidacy

Admission to candidacy (not equivalent to admission to the program) is achieved when the student has successfully completed Parts A and B of the Advancement to Candidacy process and has a proposal approved by the Institutional Review Board, if appropriate. The candidate is then ready to focus completely on the dissertation, and is ineligible for a *Leave of Absence*.

Note: The doctoral program is currently being refined. Modifications to this process might be made in the future. Please refer to the program handbook for details.

6. Dissertation (see page 41)

7. Time Limits

A student must complete the doctoral program within seven years of the first semester of enrollment.

REQUIREMENTS FOR THE DEGREE**I. Leadership Component (18 units)**

There are five core courses in the Leadership Studies doctoral program. These foundational courses are required for all students; courses taken at other institutions may not be substituted.

- EDLD 600 – Leadership Theory and Practice (3)
- EDLD 601 – Organizational Theory and Change (3)
- EDLD 602 – Leadership, Inquiry, and Research I (3)
- EDLD 603 – Ethics and Leadership (3)
- EDLD 604 – The Policy-Making Process (3)
- EDLD 605 – Adult Development (3)

II. Research and Evaluation Component (15 units)

This component is designed to enable the doctoral student to develop research skills applicable to the successful completion of the dissertation.

Required Courses:

- EDLD 606 – Leadership, Inquiry, and Research II (3)
- EDLD 607 – Applied Statistics and Quantitative Research Methods (3)
- EDLD 608 – Qualitative Research Methods (3)

Elective Research Courses (select two):

- EDLD 582 – Survey Research Methods (3)
- EDLD 612 – Advanced Qualitative Research Methods (3)

**A D D I T I O N A L R E Q U I R E M E N T S F O R A D M I S S I O N
D O C T O R O F E D U C A T I O N P R O G R A M****SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS**

ENTRANCE SEMESTER	Summer, Fall
APPLICATION DEADLINES	February 1
RECOMMENDED GRADE POINT AVERAGE	3.50 (4.00 scale) in master's course work
STANDARDIZED ADMISSION TEST	Graduate Record Examination taken within the last five years (Writing portion is required)
REQUIRED COURSE WORK	No specific course work required
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	<p>Master's degree (completed prior to application);</p> <p>Resumé;</p> <p>Personal statement;</p> <p>Three letters of reference from employers, professional associates and, if possible, at least one university instructor;</p> <p>Writing Sample (e.g., chapter from thesis, article, paper, or report);</p> <p>Interview for applicants who meet the preliminary selection criteria is required;</p> <p>Basic computer skills</p> <p>Preference will be given to applicants whose personal statement and/or writing sample demonstrates commitment to the study of leadership, capacity for critical inquiry and creative thinking, and the potential for excellent scholarship</p> <p>Note: No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant.</p>

EDLD 613 – Advanced Quantitative Research Methods (3)
EDLD 609 – Evaluation: Theory and Practice (3)

III. Area of Specialization (21 units minimum)

With the assistance and approval of their advisors, students select electives to acquire an area of specialization.

Examples of Possible Areas of Specialization:

- Higher Education
- K-12 Public/Private Schools
- International/Independent School Leadership
- Nonprofit Leadership and Management
- Individualized Interdisciplinary Program

IV. Dissertation Component (12 units minimum)

EDLD 610 – Dissertation Seminar (3)
EDLD 695 – Dissertation (9)

After completing 9 units of EDLD 695, candidates must register for 1 unit each semester to maintain candidacy until the final, approved dissertation is submitted to the Graduate Records Office.

MASTER'S DEGREES AND CREDENTIAL PROGRAMS

MASTER'S DEGREES

The master's programs in Education prepare qualified professional personnel in education and related areas through a sequence of graduate work that includes field and laboratory experiences as well as course work. The School of Education grants three master's degrees: the Master of Arts (MA), the Master of Education (MEd), and the Master of Arts in Teaching (MAT). Each program requires a specified minimum number of graduate credits, and most require the successful completion of a comprehensive examination, a culminating curriculum project, thesis, or a portfolio. There is no foreign language requirement.

CREDENTIAL PROGRAMS

USD's credential programs are approved by the California Commission on Teacher Credentialing and meet fifth-year requirements for the Professional Clear Teaching credentials. Students should see their advisors for specific requirements regarding each credential. It is possible to combine credential programs with a degree program. See program directors for information.

TRANSFER OF CREDIT

Students may transfer 6 appropriate master's-level units taken at an accredited and approved institution within the past five years into a 30-unit program, and 9 units into a program requiring 45 or more units, with the approval of the advisor and Program Director and clearance by the Graduate Records Office.

RESERVATION OF THE RIGHT TO MODIFY

Every effort has been made to provide current and accurate information in the description of master's degree and Credential programs. However, we reserve the right to change program requirements. Students should confer with their advisors and the Credential Analyst to ensure progress toward their degrees and/or credentials.

LEADERSHIP STUDIES PROGRAMS

The School of Education offers the following master's degree programs: Master of Arts in Leadership Studies and Master of Education in Educational Leadership. In addition, students may earn a Preliminary Administrative Services credential and a Professional Administrative Services credential that have been approved by the California Commission on Teacher Credentialing. A program leading to an American Humanities Certificate that is recognized by 15 national youth and human service agencies is also offered.

In accordance with USD policy, master's students may transfer 6 units applicable towards their elective requirement if approved by their advisor and Program Director. All core classes must be completed at USD.

MASTER OF ARTS IN LEADERSHIP STUDIES

A 36-unit program designed for students preparing for leadership positions in a broad variety of organizational settings: consulting firms; human resource departments; nonprofit agencies; colleges and universities; and public and private K-12 schools, for example.

The focus of the leadership master's degree is to develop knowledgeable, ethical, caring, and inclusive leaders for

a diverse and changing society. The program offers candidates the opportunity to study leadership theory and practice and apply leadership concepts and principles to their personal and professional roles and responsibilities.

There are three degree opportunities within the Master of Arts (MA) in Leadership Studies:

- Leadership in Higher Education, with one of three strands: community college leadership, student affairs, and higher education administration
- Leadership with an Interdisciplinary specialization
- Nonprofit Leadership and Management

Leadership in Higher Education

The 36-unit Master of Arts degree with a specialization in Higher Education is designed for professionals working in, or those who have a career preference for, postsecondary education. We prepare students for a wide range of postsecondary professional positions, including those in community colleges, four-year public and private colleges and universities, and student affairs positions in any postsecondary setting. To be leaders in higher education we believe that students must be exposed to relevant research, be familiar with the complexities of the postsec-

ADDITIONAL REQUIREMENTS FOR ADMISSION MA PROGRAM IN LEADERSHIP STUDIES

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Summer, Fall, or Spring
APPLICATION DEADLINES	March 15: Fall/Summer November 15: Spring
MINIMUM EXPECTED GRADE POINT AVERAGE	3.00 (4.00 scale) in all undergraduate course work
STANDARDIZED ADMISSION TEST	Although not required, applicants with less than a 3.25 undergraduate grade point average are encouraged to take the GRE or MAT
REQUIRED COURSE WORK	No specific course work required
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Interview for applicants who meet preliminary selection criteria Basic computer skills Personal Statement Writing Sample (e.g., article, paper, or report)

ondary system at all levels, and be aware of contemporary issues facing leaders working in higher education.

All students in the Higher Education specialization take four courses (12 units) in the leadership core. These courses are designed to enhance students' understanding of leadership theory, its practical applications, and the ethical dimensions of leadership – concepts we believe are universally applicable in today's society. Students also are required to take three courses (9 units) in the Higher Education core. These courses are designed to give students a strong foundation in higher education policy, history, organizational structures, and diversity, as well as an exposure to the implications each has for leaders in higher education.

The remaining 15 units include a 3-unit research course, a 3-unit practical experience or internship, and 9 units of electives. Students work closely with their advisor to design an 18-unit experience in one of three higher education strands: 1) Community College Leadership, 2) Higher Education Administration, or 3) Student Affairs. Students will begin to design their final action research project in the research course, while obtaining practical experience at a postsecondary site of their choosing. The three elective courses chosen will also enhance this experience by providing additional opportunities to engage in theory and practice related specifically to the student's specific area of interest.

Program Requirements

Leadership Core (12 units)

- EDLD 550 – Leadership Theory (3)
- EDLD 551 – Human Relations for Leaders (3)
- EDLD 555 – Leadership and Ethics (3)
- EDLD 559 – Organizational Theory and Change (3)

Higher Education Core (9 units)

- EDLD 571 – History and Philosophy of Higher Education (3)
- EDLD 577 – Higher Education Policy (3)
- EDLD 579 – Diversity in Higher Education (3)

Research (3 units)

- EDLD 549 – Research Design and Methodologies for Leaders (3)

Internship (Practical Experience)(3 units)

Electives (9 units)

- The following are sample elective courses:
- COUN 512 – College Student Services (3)
 - COUN 535 – College Student Development (3)
 - EDLD 557 – Leadership and Spirituality (3)
 - EDLD 573 – Economics of Education (3)
 - EDLD 576 – Community College Leadership (3)
 - EDLD 578 – Higher Education Administration (3)

- EDLD 579 – College Teaching (3)
- EDLD 585 – Leadership for Change (3)

Exit Requirement: Action Research Project

Leadership Studies: Interdisciplinary Specialization

This specialization enables candidates to select 15 units of course work that meets their specific needs and interests. Courses may be selected from USD's graduate programs with approval of advisor and program administrator.

Three units of internship is required.

Program Requirements

Foundational leadership courses (15 units)

- EDLD 549 – Research Design and Methodologies for Leaders (3)
- EDLD 550 – Leadership (3)
- EDLD 551 – Human Relations for Leaders (3)
- EDLD 555 – Leadership and Ethics (3)
- EDLD 559 – Leadership and Organizational Change (3)

The program has an exit requirement of either a thesis or a portfolio.

Portfolio: Candidates who do not select the thesis option as an exit requirement must do a portfolio. Candidates should confer with their adviser during their first year in the program regarding the specific requirements for a portfolio. Candidates should refer to the guidelines noted in the *Handbook*.

Thesis: This option is recommended for candidates who plan to do post-master's or doctoral work. Candidates who select this exit option must register for EDLD 595 – Thesis Supervision (3) as part of their specialization course work. Guidelines for thesis work can be found in the *Handbook*. Candidates must continue to register for 1 unit of EDLD 595 each semester until the thesis has been approved.

Nonprofit Leadership and Management

This specialization is an integrated course of study combining leadership theory and practice with best practice management models, strategies, and tools designed to produce thoughtful and effective nonprofit leaders. A minimum of 36 semester-hours are required to complete the program.

Program Requirements

I. Required Courses (33 units)

- EDLD 500 – Research, Design, and Evaluation of Nonprofit Programs (4)
- EDLD 501 – Nonprofit Management Fundamentals (3)
- EDLD 502 – Leadership and Ethics (3)
- EDLD 503 – Nonprofit Finance (3)
- EDLD 504 – Human Relations for Leaders (1)
- EDLD 506 – Resource Development (3)

- EDLD 505 – Organizational Theory and Change (3)
 EDLD 507 – Community Organizing and Change (3)
 EDLD 508 – Marketing for Nonprofit Organizations (3)
 EDLD 510 – Board Management and Leadership (1)
 EDLD 511 – Strategic Planning and Positioning (2)
 EDLD 530 – Legal Issues for Nonprofit Corporations (1)
 EDLD 550 – Leadership (3)

Please Note: in consultation with the Program Director, students may be permitted to substitute Required Courses for Specialization Electives.

II. Specialization Electives (1-unit and 2-unit courses from which students will select 3 or more units)

- EDLD 512 – Collaboration (1)
 EDLD 513 – Advocacy Skills and Strategies (2)
 EDLD 514 – Public Speaking (1)
 EDLD 515 – Building Positive Workplaces (1)
 EDLD 516 – Related Business Development (2)
 EDLD 517 – Capital and Endowment Campaign Planning (2)
 EDLD 518 – Information Technology (1)
 Other electives may be added

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

Master of Education in Educational Leadership: Administrative Services Credential

The Educational Leadership Development Academy

This innovative preparation program is focused on a single goal: to prepare strong public and private school instructional leaders to lead effective school communities in teaching and learning. The program offers two threads for leadership preparation:

- *The Aspiring Leaders Program:* a Master of Education degree and a California Preliminary Administrative Services credential (for aspiring school leaders)
- *The New Leaders: Induction and Support Program:* a Master of Education degree and a California Professional Administrative Services credential (for early career school site leaders).

These programs meet the requirements for both the California Administrative Services credential and the MEd in Educational Leadership. Aspiring Leaders applicants who do not already hold a master's degree in a relat-

ADDITIONAL REQUIREMENTS FOR ADMISSION MA PROGRAM IN NONPROFIT LEADERSHIP AND MANAGEMENT SPECIALIZATION

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall
APPLICATION DEADLINES	April 1
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale)
STANDARDIZED ADMISSION TEST	Not required unless the GPA falls considerably below the aforementioned benchmarks
REQUIRED COURSE WORK	No specific course work required
ADDITIONAL REQUIREMENTS	<p>Three letters of recommendation (see forms included with applications)</p> <p>A 500-word essay answering the question: What do you believe are the greatest challenges facing the nonprofit sector (either locally or nationally) and how will what you learn in this program help you to effectuate change in those areas?</p> <p>If you work for a nonprofit corporation, a memorandum of understanding signed by your employer stating the degree to which your organization supports your candidacy</p>
CANDIDATE INTERVIEWS	Once the admissions committee has reviewed all of the applications, those candidates who we are seriously considering for admission will be asked to attend a group interview conducted by alumni of the program. Admissions decisions will be finalized shortly thereafter.

ed field are required to complete the full 36-unit program; those applicants who already hold a master's degree in a related field may opt to pursue just the credential in a 24-unit program. New Leaders applicants who do not already hold a master's degree in a related field are required to complete the full 36-unit program; those applicants who already hold a master's degree in a related field may opt to pursue just the credential in a 12-unit program.

The Aspiring Leaders Program

This 36-unit program of study is comprised of coursework and an intensive school site-based residency experience. Unlike other traditional university courses that follow a semester schedule, this program's courses are offered in intensive modules that span multiple semesters. Classes are held on weekdays and occasional weekends throughout the year. Internship placements will be selected jointly by the participant and program administration to ensure a learning environment that will adequately support partici-

ADDITIONAL REQUIREMENTS FOR ADMISSION ASPIRING LEADERS PROGRAM

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	Spring (contact program for dates)
RECOMMENDED GRADE POINT AVERAGE	3.00 (4.00 scale) in all undergraduate and graduate course work
STANDARDIZED ADMISSION TEST	Although not required, applicants with less than a 3.25 undergraduate grade point average as encouraged to take the GRE or MAT.
PREREQUISITE EXPERIENCE	<p>Applicants must meet the following qualifications by the start of the program:</p> <ul style="list-style-type: none"> • Applicant must hold a valid Clear Teaching Credential or services credential with specialization in pupil personnel, library, health, or clinical rehabilitative services, or a designated subjects credential and a baccalaureate degree. • Applicant must have a minimum of three years experience in a full-time teaching position or served a minimum of three years in a full-time position appropriate to the services credential. • Applicant must have passed the California Basic Educational Skills Test (CBEST).
SELECTION PROCESS	<p>The selection process is comprised of three stages:</p> <ul style="list-style-type: none"> • Applicants will submit an application (with three letters of reference, academic transcripts, and a written statement). These materials will be reviewed by the ELDA staff. • Successful applicants will be contacted for an instructional observation of the candidate teaching students or adults, followed by a brief interview. Candidates applying from outside the San Diego area will be contacted to arrange for an instruction session to be videotaped. • Candidates who are successful in the instructional observation process take part in a writing sample session.

pant learning in the critical areas of site leadership. The internship may either be full- or part-time, depending on the nature of the student's work role. The program of study meets the requirements for the California Preliminary Administrative Services credential.

I. Aspiring Leader Required Courses (24 units)

- EDLD 551 – Human Relations for Leaders (3)
- EDLD 552 – School Law for Aspiring Leaders (3)
- EDLD 553 – Instructional Leadership and Supervision I (2)
- EDLD 554 – Instructional Leadership and Supervision II (2)
- EDLD 558 – School Leadership and the Politics of Education (3)
- EDUC 560 – Technology for School Leaders (1)
- EDLD 583 – Special Topics I (1)
- EDLD 584 – Special Topics II (1)
- EDLD 588 – Diversity and the Preparation of School Leaders (2)
- EDLD 597P – Practicum in School Administration I (3)
- EDLD 598P – Practicum in School Administration II (3) (field-based experience)

II. MEd Core Courses (12 units)

Only for those also pursuing the master's degree

- EDLD 550 – Leadership (3)
- EDLD 555 – Leadership and Ethics (3)

- EDLD 559 – Leadership and Organizational Change (3)
- A research course decided in conjunction with the student's advisor (3)

III. Exit Requirements

- 1) Portfolio: Candidates must present a portfolio that reflects their learning and development over the course of the program. It must be presented to and approved by a panel of university faculty and district practitioners.
- 2) Platform Statement: Candidates must present a platform statement which articulates their educational and leadership beliefs.
- 3) Problem-Based Learning Experience: Candidates must work in assigned groups to present a solution to a problem of educational leadership practice. It must be presented to and approved by a panel of university faculty and district practitioners.

The New Leaders: Induction and Support Program

This 36-unit specialization is an integrated course of study that links the educational and leadership theory to the complexities of participants' school-based practice. The course work is heavily job-embedded, focusing on the candidates' development of instructional leadership capacity through critical analysis and reflection. Participants are paired with an experienced mentor principal who provides

ADDITIONAL REQUIREMENTS FOR ADMISSION NEW LEADERS: INDUCTION AND SUPPORT PROGRAM

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER	Fall, Spring
APPLICATION DEADLINE	Date of final admission interview Contact Educational Leadership Development Academy for dates
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale) in all undergraduate and graduate course work
STANDARDIZED ADMISSION TEST	Although not required, applicants with less than a 3.25 undergraduate grade point average as encouraged to take the GRE or MAT.
PREREQUISITE EXPERIENCE	Applicant must hold a valid California Preliminary Administrative Services credential Applicant must hold a school site administrative position (e.g., principal, vice-principal, content administrator, etc.)
SELECTION PROCESS	Applicants will submit an application (with three letters of reference, academic transcripts, and a written statement). These materials will be reviewed by the ELDA staff. Interview by panel of ELDA program staff

coaching and support. Their work together centers on developing the skills and knowledge to manage the complex real-time challenges and responsibilities of site leadership. The program of study meets the requirements for the California Professional Administrative Services credential.

Candidates who already hold a master's degree in a related field may elect to obtain the administrative credential (a 12-unit program).

I. New Leaders: Induction and Support Required Courses (12 units)

- EDLD 560 – School Law for Practicing Administrators (3)
- EDUC 561 – Structured Mentoring I (1)
- EDUC 562 – Structured Mentoring II (1)
- EDUC 563 – Structured Mentoring III (1)
- EDLD 564 – Supporting Teachers for Instructional Improvement (2)
- EDUC 565 – Mentor and Support/Adult Learning I (2)
- EDUC 566 – Mentor and Support/Adult Learning II (2)

II. Core Courses (24 units)

Only for those also pursuing the master's degree

- EDLD 550 – Leadership (3)
- EDLD 555 – Leadership and Ethics (3)
- EDLD 559 – Leadership and Organizational Change (3)
- A research course decided in conjunction with the student's advisor (3)
- A minimum of 12 elective units in Leadership Studies or Learning and Teaching

III. Culminating Video

Candidates must produce and present to a panel of university faculty and district practitioners baseline and culminating videos that illustrate their leadership skills and demonstrate growth.

AMERICAN HUMANICS NATIONAL NONPROFIT CERTIFICATE PROGRAM

The American Humanics Certificate is recognized by 17 national youth and human service agencies and their community-based chapters. Students working toward this certificate are offered networking opportunities, online resumé services, and job placement.

The Mission

To prepare and certify nonprofit professionals to work with America's youth and families.

In partnership with:

American Red Cross, America's Second Harvest, Big Brothers/Big Sisters of America, Boy Scouts of America, Boys & Girls Clubs of America, Camp Fire Boys and Girls, Girls Inc., Girl Scouts of USA, Habitat for Humanity, Junior Achievement, Inc., March of Dimes, National Network for Youth, National Urban League, Outreach

International, Points of Light Foundation, The ARC, United Way, Volunteers of America, YMCA of the USA.

Our partner organizations support the American Humanics mission on campuses throughout the nation. They recognize how valuable well-prepared, qualified professionals are to their missions.

American Humanics National Nonprofit Certificate Program offered in conjunction with the Master of Arts in Leadership Studies Nonprofit Management Specialization

American Humanics Certificate Requirements

- Completion of all course work for the MA in Leadership Studies Nonprofit Management Specialization
- Community service hours completed with an American Humanics partner agency
- Attendance at one American Humanics Management Institute (meets annually the first week in January at various locations throughout the United States)
- An American Humanics application needs to be completed at the beginning of each academic year. Consult the American Humanics Program Director in the School of Education for details.

American Humanics National Nonprofit Certificate Program offered in conjunction with the USD Nonprofit Certificate

American Humanics Certificate Requirements

- Possession of a Bachelor of Science degree or a Bachelor of Arts degree
- Two years verified full-time work experience in a nonprofit agency
- Completion of the USD Nonprofit Certificate program
- Attendance at one American Humanics Management Institute (meets annually the first week in January at various locations throughout the United States)
- Community service hours completed with an American Humanics partner agency
- An American Humanics application needs to be completed at the beginning of each academic year. Consult the American Humanics Program Director in the School of Education for details.

American Humanics National Nonprofit Certificate Program offered in conjunction with the Master of Arts in Leadership Studies

Students must meet all the core requirements for the MA in Leadership Studies plus the following requirements: EDLD 501 – Nonprofit Management Fundamentals (3) EDLD 590 – Internship at a Nonprofit Organization (3) EDLD 593 – Internship at a Nonprofit Organization (3) and

Students, in consultation with their advisor, select 9 units of course work for the Schools of Education, Law,

Nursing and Health Science, Business Administration, and/or the College of Arts and Sciences to comprise the rest of their area of specialization. An interdisciplinary program is encouraged. The student's advisor must approve all electives.

American Humanics Certificate Requirements

- Completion of all course work for the MA in Leadership Studies
- Community service hours completed with an American Humanics partner agency
- Attendance at one American Humanics Management Institute (meets annually the first week in January at various locations throughout the United States)

- An American Humanics application needs to be completed at the beginning of each academic year. Consult the American Humanics Program Director in the School of Education for details.

COUNSELING PROGRAMS

The Counseling program is undergoing changes as a part of its' application for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Some changes may occur in the program requirements as a result of the review process. Please confer with the Program Director for details that may affect your course requirements and program requirements in general. For updated information on the program and program requirements, please check the Counseling program's Web site at www.sandiego.edu/soe/acadprog/counseling/mission.

The Master of Arts in Counseling program is a non-thesis program requiring 48 units of courses and successful completion of a comprehensive exam. It prepares individuals to provide a variety of professional counseling services to diverse client populations in a wide range of work settings. The mission of the program is to prepare exemplary counselors who are committed to ethical practice and lifelong learning. Course and internship requirements meet standards of the National Board of Certified Counselors (NBCC) and many state licensing agencies. All students complete a 30-unit core of counseling courses that meet the 10 required NBCC areas. Students complete an 18-unit specialization in one of three areas: School Counseling, College Counseling and Student Development, or Career Counseling and Adult Learning. This degree requires the student to complete two semesters of fieldwork or internship in a setting related to the student's career goals.

To successfully complete the program, students must develop skills in assessment of client needs; individual counseling; small and large group facilitation; consultation; policy and proposal writing; and data collection and analysis. To promote a deeper understanding of the counseling process and the roles of counselor and client, students are required

to show participation in 25 hours of interpersonal, career, family, or pastoral counseling in individual or group settings. This requirement must be completed before the student enrolls in the counseling practicum. Counseling services experienced up to two years prior to entering graduate study may be used to meet this requirement. During the program, students must develop the multicultural counseling competencies needed by counseling professionals working in an increasingly diverse and global society. Students become lifelong learners who will pursue professional development as a necessary part of counseling practice. Finally, students learn to take an active role in producing the organizational change necessary to promote academic, professional, and personal success for themselves and their clients.

The program has a strong focus on leadership and advocacy skills in relationship to human development issues as well as the planning, delivery, and evaluation of comprehensive programs for school counseling, career development, and college/university student affairs. Graduates of the Counseling program are found in school districts, community college and university campuses, career centers, government and business settings, and community agencies. In addition, graduates have gone on to doctoral programs in counseling psychology, counselor education, educational leadership, higher education administration, and educational psychology. Students who complete our MA program are eligible for state licensing as Licensed Professional Counselors (LPC) in 48 states. California is working on becoming the 49th state and a legislative bill has been written.

Applicants to the program should specifically address the fit of the Counseling program's course work and experience requirements to the applicant's career goals. In the application and in the required individual interview with a

Counseling program faculty member, the applicants should provide evidence of demonstrated ability in academic endeavors and examples of effective helping skills applied in employment, intern, and volunteer settings. Recommendation letters should reflect on the applicant's intellectual and interpersonal skills based on direct observation or supervision of the applicant.

COUNSELING PROGRAM SPECIALIZATIONS

Specialization in Career Counseling and Adult Development

Students in this area plan to apply their counseling skills with a focus on career development counseling and work-related interventions. Students seek positions in business, government, higher education, and community settings, as well as in individual practice as career counselors and consultants. Graduates do individual, small, and large group interventions with employees, managers, and students in areas such as career development on the job, conflict management, productivity enhancement, team-building, and support of employees during transitions in and out of the workplace.

Specialization in College Counseling and Student Development

The College Counseling and Student Development program at USD is designed for students who want to develop an identity as professional counselors and who are interested in working in higher education settings. College counseling and student development professionals work in

community colleges, four-year colleges, universities, distance education institutions, and technical and vocational colleges. Graduates meet the requirements for positions in higher education settings that require or prefer that students have training in general counseling as well as specialized work in college student development. Graduates of this program obtain positions in academic counseling and advising centers, personal counseling centers, women's centers, multicultural and international student centers, residential life programs, and drug and alcohol program centers.

Specialization in School Counseling

Students in this area plan to be school counselors in elementary, middle school/junior high, and high school settings, or to work with agencies serving K-12 children and their families. Students have knowledge and skills in student advocacy as well as in the design, implementation, and evaluation of comprehensive, results-based guidance and counseling programs. The School Counseling Specialization also stresses the development of leadership skills in transforming school counseling. The requirements for the California Pupil Personnel Services credential with emphasis in School Counseling can be met as part of this degree program.

Pupil Personnel Services (PPS) Credential with Specialization in School Counseling

Students can meet the California requirements for the PPS credential with Specialization in School Counseling as part of the requirements for the MA in Counseling – School Specialization or as a credential-only option which

ADDITIONAL REQUIREMENTS FOR ADMISSION COUNSELING PROGRAMS

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Summer, Fall
APPLICATION DEADLINE	March 1
MINIMUM GRADE POINT AVERAGE	2.75 (4.00 scale) in all undergraduate course work
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSE WORK	No specific course work required
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Personal goal statement describing how the degree or credential program will fit professional goals and outlining strengths in interpersonal skills Individual interview with a counseling faculty member

can utilize previous graduate course work in counseling. The Program Director and Credential Analyst can assist students who seek credentials from other states.

PROGRAM REQUIREMENTS

The Counseling Core is designed to meet the program requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board of Certified Counselors (NBCC). All students complete a 30-unit core of counseling courses and 18 units in their area of specialization. The program requires the student to complete a 100-hour Counseling Practicum and two semesters of fieldwork/internship in a setting related to the student's career goal. The fieldwork/internship requires completion of 600 hours of supervised work at an approved site. The courses listed below are required.

I. Core Courses (33 units)

- COUN 503 – Professional Orientation and Ethics in Counseling (3)
 COUN 504 – Practicum in Counseling Techniques (3)
 COUN 505 – Human Development (3)
 COUN 508 – Research Methods in Counseling (3)
 COUN 510 – Career Development Across the Lifespan (3)
 COUN 515 – Multicultural Counseling (3)
 COUN 520 – Counseling Psychology: Theory and Practice (3)
 COUN 525 – Group Dynamics (3)
 COUN 530 – Assessment Techniques in Counseling (3)
 COUN 541 – Advanced Counseling: Diagnosis and Treatment Planning (3)
 COUN 588P – Advanced Practicum: Children and Youth (3) OR COUN 589P – Advanced Practicum: Adult (3)

II. Specialization Courses (15 units)

A. Career Counseling and Adult Learning

- COUN 532 – Designing Career Development Interventions (3)
 COUN 559 – Training and Consultation (3)
 COUN 593F – Internship in Career Counseling (3)
 (Taken twice)
 Electives: selected by student and advisor (3 units)

B. College Counseling and Student Development

- COUN 512 – Student Services in the College Environment (3)
 COUN 535 – College Student Development (3)
 COUN 592F – Internship in College Counseling and Student Development (3) (Taken twice)
 Electives: selected by student and advisor (3 units)

C. School Counseling

- COUN 518 – Organization of Student Support Systems (3)
 COUN 536 – Counseling Children and Youth in School Settings (3)
 COUN 590F – Fieldwork in School Settings (3)
 (Taken Twice)
 Electives: selected by student and advisor (3 units)

REQUIREMENTS FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING

Option 1

(For students who have completed or are completing USD's MA in Counseling with a School Counseling specialization)

- Complete requirements for the MA program in School Counseling
- Pass CBEST
- Meet the PPS credential fieldwork requirements*

Option 2

(For students who already have a master's degree in counseling.) Candidates for this option should make an appointment with the Program Coordinator to have previous graduate course work evaluated for equivalence to the following courses:

- COUN 503 – Professional Orientation and Ethics in Counseling (3)
 COUN 504 – Practicum in Counseling Techniques (3)
 COUN 505 – Human Development (3)
 COUN 508 – Research Methods in Counseling (3)
 COUN 510 – Career Development Across the Lifespan (3)
 COUN 515 – Multicultural Counseling (3)
 COUN 518 – Organization of Student Support Systems (3)
 COUN 520 – Counseling Psychology: Theory and Practice (3)
 COUN 525 – Group Dynamics (3)
 COUN 530 – Assessment Techniques in Counseling (3)
 COUN 536 – Counseling Children and Youth in School Settings (3)
 COUN 541 – Advanced Counseling: Diagnosis and Treatment Planning (3)
 COUN 579 – Educational Psychology for Counseling Professionals (3)
 COUN 588P – Advanced Practicum: Children and Youth (3)
 COUN 590F – Fieldwork in School Settings (3)
 (Taken Twice)
 EDUC 501 – Family, School, and Community Partnerships (3)

*Fieldwork: The PPS credential requires 600 hours of fieldwork completed under the supervision of a PPS-credentialed supervisor. School fieldwork must be completed

at two levels: elementary, middle/junior, or high school. Fieldwork sites are approved by the faculty member designated as the Director of Clinical Instruction in conjunction with the student's advisor. Specific hours of direct contact experience, cross-cultural counseling, and group counseling are required. Students receive individual and group supervision during the fieldwork experience. Students enroll in a fieldwork course each term that they are collecting fieldwork hours until 600 hours are completed. Students must complete a minimum of 150 hours at each fieldwork site. Prerequisites: COUN 525, COUN 512, COUN 537 (or consent of Program Director and Director of Clinical Instruction). Certificate of Clearance from the CCTC is also required prior to fieldwork.

Counseling Program – Learning Outcomes

The Counseling program faculty identified 10 learning outcomes that describe the competencies attained by graduates of the Counseling program.

1. *Diversity*: Students will possess the knowledge, skills, and disposition needed to provide effective counseling and developmental services to clients diverse in age, gender, race, ethnicity, socioeconomic status, and sexual orientation. Students will gain an understanding of counseling practice in a global environment and are able to work effectively with international clients in the United States and to assist clients and counseling professionals with transitions to global career locations.
2. *Professional Identity*: Students will acquire sound identities as professional counselors with a commitment to continued lifelong learning and professional development. Graduates will be actively involved in professional associations and possess effective networking skills.
3. *Ethics*: Students will be knowledgeable of the ethical guidelines developed by the American Counseling Association, the American Psychological Association, the American School Counselors Association, the American College Personnel Association, and other relevant professional organizations. Students will demonstrate their knowledge and use of at least one ethical decision-making model as they apply it to cases involving various professional domains.
4. *Developmental and Career/Life Planning*: Students will possess the knowledge of career, developmental, and life planning processes as well as the skills needed to provide individual counseling, assessment, and other training to facilitate decision-making and developmental life transitions.
5. *Individual and Group Counseling Skills*: Students acquiring competencies in individual and group counseling will be able to demonstrate their knowledge and skills related to several of the more commonly recognized counseling theories, including psychodynamic, person-centered, reality theory, gestalt, Adlerian, cognitive-behavioral, and others.
6. *Research and Analytical Skills*: Students will demonstrate the knowledge, skills, and dispositions associated with conducting and interpreting social science research. Specifically, students will demonstrate their abilities developing research and evaluation questions and selecting and using appropriate methods for data collection and analysis. Students will also show their ability to apply existing theory and research to the practice of counseling.
7. *Leadership and Advocacy*: Students will demonstrate their ability to go beyond the conventional practice of providing individual and group counseling and to take leadership in advocating for clients and for systemic change to improve counseling and developmental services and programs. Graduates will be able to work collaboratively with others and to lead teams of professionals in delivering innovative approaches and methods in the field of counseling. Moreover, they will internalize and demonstrate the value of client advocacy.
8. *Assessment*: Students will have the ability to gather, interpret, and utilize a variety of assessment data. This will include the ability to select, administer, and interpret appropriate standardized tests for individual and group assessment of client needs, and to complete program evaluations.
9. *Consultation and Conflict Resolution*: Students will have the knowledge and skills necessary to provide professional consultation to a variety of client populations including colleagues, teachers, administrators and managers, parents, and community members. Students will have the knowledge and skills necessary to plan, advocate for, implement, provide program leadership for, and to facilitate conflict resolution and violence prevention programs that can be used in a variety of settings with diverse populations of clients.
10. *Technology*: Students will possess the knowledge and skills to utilize technological resources in professional practice and in research and to understand the application of ethical practice to the use of Web-based counseling, assessment, and information.

DEPARTMENT OF LEARNING AND TEACHING

JOINT DOCTORAL PROGRAM

The School of Education at the University of San Diego (USD) and the College of Education at San Diego State University (SDSU) share a joint doctoral program in education (EdD). The partnership is a collaborative program of specialized study anchored by a common core of courses and by the study of current models of research and evaluation. Students take courses at USD and SDSU. Therefore, they have the opportunity to work with faculty from both institutions. Candidates will be prepared for leadership roles in education through an in-depth study of theory, research, and practice in the following areas of concentration: Educational Technology and Literacy.

Requirements for the Degree

I. Core Component (12 units)

- EDUC 651 – Communication and Cognition (3)
- EDUC 652 – Equity and Ethics in a Diverse Society (3)
- SDSU 671 – Seminar in Curriculum and Technology (3)
- SDSU 674 – Seminar in Change Theory (3)

II. Research Component (6 units)

- EDUC 654 – Quantitative Research Design (3)
- SDSU 675 – Qualitative Research (3)

III. Concentration Courses (9-12 units)

- A. Educational Technology (12 units)
 - EDUC 655 – Technology and Learning Communities (3)
 - SDSU 673 – Educational Technology Research and Development (3)
 - SDSU 676 – Cognitive and Interactive Learning (3)
 - SDSU 677 – Design and Development of Technology-Based Learning (3)

B. Literacy (9 units)

- SDSU 672 – Seminar on Literacy (3)
- SDSU 678 – Advanced Seminar (3)
- SDSU 679 – Research in Writing (3)

IV. Elective Component (15-21 units)

V. Dissertation Component (12 units)

- EDUC 657 – Dissertation Seminar (3)
- EDUC 695 – Dissertation (3)
- SDSU 695 – Dissertation (6)

After completing 9 units of EDUC 695 or SDSU 695, candidates must register for 1 unit each semester to maintain candidacy until the final, approved dissertation is submitted to the Graduate Records Office, Founders Hall 106.

For more detailed information please refer to the Web site at <http://edweb.sdsu.edu/sdsu-usd/index.htm>.

PROFESSIONAL TEACHER PREPARATION

The Department of Learning and Teaching offers initial and advanced preparation programs for teachers of students in grade levels from kindergarten through high school, as well as adults. The Multiple Subject credential program is an initial program designed for candidates who wish to teach in elementary school settings. The Single Subject program is for those who wish to teach in secondary school settings. Candidates interested in careers in special education enroll in the Level I Educational Specialist credential program and may choose specializations in Mild/Moderate or Moderate/Severe Disabilities and/or Early Childhood Special Education. The Master of Education degree in Special Education may be earned in conjunction with the Level I Education Specialist credential. Candidates who wish to teach English to adult speakers of other languages may enroll in the TESOL certificate or TESOL Master of Education degree program.

Advanced programs are offered for those who have already earned a teaching credential or with significant teaching experience. These include Master of Education degrees in Character Education; Curriculum and Teaching; Math, Science, and Technology; and Literacy. In addition, the department, in collaboration with the College of Arts and Sciences, offers the Master of Arts in Teaching degree which combines academic content area study with advanced course work in education. The Master of Arts in Teaching degree is offered in History, International Relations, and Social Science.

Level II Education Specialist credentials are available for special education teachers.

CREDENTIAL PROGRAMS

The Department of Learning and Teaching offers several credential programs to prepare teacher candidates for the 12th grade level and below: the Multiple Subject credential, the Single Subject credential, and the Education Specialist credential in three areas: Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The Multiple Subject credential is appropriate for self-contained classrooms typically found in elementary schools. The Single Subject credential is for subject-matter teachers typically assigned to middle school and high school positions. The Education Specialist credentials in Mild/Moderate and Moderate/Severe Disabilities are appropriate for special education settings in grades K-12. The Early Childhood specialist credential applies to children with disabilities from birth through pre-school.

A. Multiple Subject Credential Program

The Multiple Subject program is designed for those interested in teaching in elementary grades. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Multiple Subject credential, but is not required. To demonstrate subject matter competence, all candidates for the Multiple Subject credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Test of Basic Skills (CBEST) prior to admittance to the program, or evidence of having registered for taking the CBEST at its next offering.

Requirements for the Multiple Subject Credential

I. Courses (3-unit prerequisite, plus 33 units)

Required Prerequisite

EDU 558X – First and Second Language Development and Structure for the Classroom Teacher (3 extension-credits). Available online through the USD Office of Continuing Education. Please call (619)260-4585 for information.

Required Courses

EDSP 589 – Healthy Environments and Inclusive Education (3)

EDUC 581C – Multicultural and Philosophical Foundations of Education (3)

Field Requirements: 5 hours service learning, 5 hours observation

EDUC 582 – Psychological Foundations of Education in a Diverse Society (3)

Field Requirement: 8 hours of observation

EDUC 583P – Methods of Teaching Reading and Language Arts in the Elementary School (3)

Field Requirement: 50 hour practicum

EDUC 584C – Methods of Teaching English Language and Academic Development (3)

Field Requirement: 20 hours service learning

EDUC 585P – Elementary Curriculum and Methods (6)

Field Requirement: 50 hour practicum

EDUC 590 – Student Teaching: Multiple Subject Credential (12)

Additional Requirements

- Passing score on the following exams: CBEST, CSET: Multiple Subjects, RICA. The CBEST and CSET exams must be passed prior to student teaching.

ADDITIONAL REQUIREMENTS FOR ADMISSION CREDENTIAL PROGRAMS

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring
APPLICATION DEADLINES	May 1: Deadline for Fall semester November 15: Deadline for Spring semester
MINIMUM GRADE POINT AVERAGE	2.75 (4.00 scale)
STANDARDIZED ADMISSION TEST	CBEST (California Basic Educational Skills Test) Passing score on CBEST exam or photocopy of reservation confirmation to take CBEST on next available date
REQUIRED COURSE WORK	No specific course work required
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Three letters of reference attesting to both academic and personal skills, and if possible, to teaching abilities Cover letter explaining reasons for seeking the credential Information on an applicant's experience in working with children or adolescents in school or non-school settings An interview. Waivers are at the discretion of the Department Chair.

- CPR certification
- United States Constitution requirement
- Successful completion of an online technology workshop
- Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills, and dispositions in course work and fieldwork. In addition, all candidates must be cleared through a fingerprint clearance.
- Grades of B- or better are required in all courses, including student teaching.

Requirements for the Multiple Subject Credential with a BCLAD Emphasis (Bilingual: Spanish credential)

BCLAD candidates take EDUC 542 in place of EDUC 582, but otherwise must meet all the requirements for the regular Multiple Subject credential. In addition, they must also have courses in anthropology, and Latin-American and California culture and history. They must also pass Spanish proficiency and Cultural Awareness exams. Please see an advisor in the BCLAD program to discuss these requirements.

B. Single Subject Credential Program

The Single Subject credential is designed to prepare candidates to teach subjects in a departmentalized situation typically found in middle and high schools. To demonstrate subject matter competency, candidates must meet the academic requirements of a USD-approved subject matter program, or pass the appropriate CSET examination in the subject field in which they wish to teach. The CSET exam must be passed prior to student teaching. Some applicants may be required to submit scores on the CSET exam prior to being admitted into the credential program. USD currently has CCTC approved subject matter programs in the areas of Biology, English, Mathematics, Social Sciences, and Spanish.

Requirements for the Single Subject Credential

1. Courses (3 unit prerequisite, plus 30 units)

Required Prerequisite

EDU 558X First and Second Language Development and Structure for the Classroom Teacher (3 extension-credits). Available online through the USD Office of Continuing Education. Please call (619)260-4585 for information.

Required Courses

EDSP 589 – Healthy Environments and Inclusive Education (3)

EDUC 532P – Curriculum and Methods of Teaching in Secondary Schools (3)

Field Requirement: 50 hour practicum

EDUC 534P – Methods of Teaching Reading in Secondary Schools (3)

Field Requirement: 50 hour practicum

EDUC 581C – Multicultural and Philosophical Foundations of Education (3)

Field Requirements: 5 hours service learning, 5 hours observation

EDUC 582 – Psychological Foundations of Education in a Diverse Society (3)

Field Requirement: 8 hours of observation

EDUC 584C – Methods of Teaching English Language and Academic Development (3)

Field Requirement: 20 hours service learning

EDUC 591 – Student Teaching: Single Subject Credential (12)

Additional Requirements

- Passing score on the following exams: CBEST, CSET or successful completion of a CCTC-approved subject matter program
- United States Constitution requirement
- Successful completion of an on-line technology workshop
- Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills, and dispositions in course work and fieldwork. In addition, all candidates must be cleared through a fingerprint clearance.
- Grades of B- or better are required in all courses and student teaching
- CPR certification

DEPARTMENT OF LEARNING AND TEACHING MASTER'S DEGREE PROGRAMS

Master's degree programs in the Department of Learning and Teaching use National Board for Professional Teaching Standards (NBPTS) propositions as benchmarks to assess candidate performance. Candidate outcomes are also designed in congruence with the School of Education's A.C.E. conceptual framework, in which "A" represents "Academic Excellence, Critical Inquiry, and Reflection," "C" stands for "Community and Service," and "E" represents "Ethics, Values, and Diversity."

Advanced programs are offered for those who have already earned a teaching credential or have teaching experience. These include Master of Education degrees in Character Education; Curriculum and Teaching; Math, Science, and Technology; and Literacy. In addition, the Department, in collaboration with the College of Arts and Sciences, offers the Master of Arts in Teaching degree which combines academic content area study with advanced course work in education. The Master of Arts in

Teaching degree is offered in History, International Relations, and Social Science.

The Master of Education degree in Teaching English as a Second Language (TESOL) and the Master of Education degree in Special Education are initial programs that are open to candidates with and without teaching experience and credentials.

Grades of C- or better are required in master's degree courses. With approval, candidates may transfer in up to 6 units from other graduate programs and/or institutions. Continuing education units are not accepted for graduate credit.

A. MASTER OF EDUCATION PROGRAMS

Master of Education in Character Education

Graduates of the Character Education program take an active role in their schools and communities to foster the character development of children and youth. We expect our graduates to be character education specialists who willingly serve as a major resource for schools, school districts, teachers, parents, and students.

To this end, graduate students who successfully complete the program will be able demonstrate knowledge, understanding, and appreciation of the:

- historical development of character education in the United States;
- need for, and importance of, the character development of children and youth;
- cultural and societal factors that support or detract from helping youth learn and practice common core democratic values;
- frameworks that are essential for effective character education programs in schools and school districts;
- programs and curriculum, commercial, organizational, and school site/district level;
- ways to teach students the core values of a school and society;
- need for, and ways to involve, families/parents in the character development of their children;
- research in character education;
- need for evaluating character education initiatives and strategies to carry out school-site evaluation efforts;
- resources in character education including commercial materials, major publications, and Web sites.

ADDITIONAL REQUIREMENTS FOR ADMISSION MASTER'S PROGRAMS

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

SEE PAGE 134 FOR CREDENTIAL REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring
APPLICATION DEADLINES	May 1: Deadline for Fall semester November 15: Deadline for Spring semester
MINIMUM GRADE POINT AVERAGE	2.75 (4.00 scale) in all undergraduate course work
STANDARDIZED ADMISSION TEST	None
REQUIRED COURSE WORK	No specific course work required
REQUIRED LICENSES/CREDENTIALS	Preliminary credential for master's programs; None for TESOL and Special Education programs
ADDITIONAL REQUIREMENTS	Three letters of reference attesting to both academic and personal skills, and if possible, to teaching abilities Cover letter explaining reasons for seeking the degree and including other information which would assist the Admissions Committee in its decision Information on an applicant's experience in working with children or adolescents in school or non-school settings An interview. Waivers are at the discretion of the Program Director.

Program of Study (30 units)

I. Foundations of Education (9 units)

- EDUC 500 – Research Design and Methodology (3)
- EDUC 510 – Cognition and Learning (3) OR EDUC 513 – Human Development (3)
- EDUC 511 – Educational Reform (3) OR EDUC 564 – Cross-Cultural Communication (3)

II. Character Education (15 units)

- EDUC 551 – History and Contemporary Perspectives in Character Education (2)
- EDUC 552 – Organization and Administration of Character Education (2)
- EDUC 553 – Curriculum and Programs in Character Education (2)
- EDUC 554 – Research and Evaluation in Character Education (2)
- EDUC 555 – Leadership in Character Education (2)
- EDUC 556 – Learning and Teaching Strategies in Character Education (2)
- EDUC 598P – Practicum in Character Education (1 or 2)
- EDUC 599 – Independent Study (1 or 2)

Candidates may enroll in EDUC 599 – Independent Study (1-2) and /or EDUC 598P – Practicum in Character Education (1-2) during any semester but preferably after completing 551, 552, and 553.

III. Electives

Candidates select 6 units of electives with their advisor's approval.

IV. Portfolio

Completion and presentation of a portfolio is a capstone requirement.

Master of Education in Curriculum and Teaching

The Master of Education in Curriculum and Teaching is a focused program of study covering several aspects of curriculum and instructional processes. The program prepares candidates to design, write, and evaluate curriculum and it enhances their skills for school and non-school settings. Candidates will choose between completing an action research study or a master's thesis. Graduates of the program are prepared for leadership roles in the field of curriculum and instruction.

Program of Study

I. Foundations of Education (9 units)

- EDUC 500 – Research Design and Methodology (3)
- EDUC 510 – Cognition and Learning (3) OR EDUC 513 – Human Development (3)
- EDUC 511 – Educational Reform (3) OR EDUC 564 – Cross-Cultural Communication (3)

II. Curriculum and Teaching Specialization (15 units)

Candidates are required to take the following five courses for a total of 15 units.

- EDUC 512 – Measurement and Evaluation in Educational Settings (3)
- EDUC 535 – Curriculum Design and Evaluation (3)
- EDUC 536 – Curricular Innovations (3)
- EDUC 538 – Instructional Theories and Practices (3)
- EDUC 553 – Curriculum and Programs in Character Education (3)

III. Electives (9 units)

Choose from:

- EDUC 514 – Instructional Technology: Design and Evaluation (3)
- EDUC 515 – Advanced Theories of Language and Literacy (3)
- EDUC 516 – Innovations in Reading and Writing (3)
- EDUC 517 – Multiple Literacies (3)
- EDUC 518 – Teaching Writing Across the Curriculum (3)
- EDUC 519 – Literature for Children and Adolescents (3)
- EDUC 595 – Thesis (1-3)

Other courses by permission of advisor

Master of Education in Mathematics, Science, and Technology Education

This new program, pending approval, will begin in Fall 2005. It is designed to increase proficiency in math, science, and technology content and skills in elementary and secondary pedagogical processes. Providing candidates with opportunities to mature as "teacher-scholars" and to develop insights regarding effective teaching practices, the program will incorporate problem-based learning, inquiry, simulations, modeling, and action research. Through reflection on their experiences in math, science, and technology education, candidates construct a critical understanding of their practice. Graduates of the program are prepared for leadership roles in the field of mathematics, science, and technology education.

Program of Study (30 units)

I. Foundations of Education (9 units)

- EDUC 500 – Research Design and Methodology (3)
- EDUC 510 – Cognition and Learning (3) OR EDUC 513 – Human Development (3)
- EDUC 511 – Educational Reform (3) OR EDUC 564 – Cross-Cultural Communication (3)

II. Mathematics, Science and Technology (6 units)

Candidates are required to take the following two courses for a total of 6 units:

- EDUC 570 – Contemporary Issues, Trends, and Research in Mathematics/Science/Technology Education (3)
- EDUC 571 – Curriculum Design and Evaluation in Math/Science/Technology (3)

III. Specialty Courses in Discipline (6 units)

Candidates will take two advanced, discipline-based content courses for a total of 6 units:

Mathematics

EDUC 572 – The Psychology of Mathematical Thinking (3)

EDUC 573 – Advanced Seminar in Mathematical Content (3)

Science

EDUC 574 – Pedagogical Processes for Science Educators (3)

EDUC 576 – Advanced Seminar in Science Content (3)

Technology

EDUC 514 – Instructional Technology: Design and Evaluation (3)

EDUC 577 – Mastering New Technologies (3)

IV. Master's Capstone Seminar (3 units)

EDUC 580 – Math, Science, and Technology Seminar (3)

V. Electives (6 units)

Candidates may meet this requirement by taking 500-level/graduate courses in Learning and Teaching with the consent of their advisor.

Master of Education in Curriculum and Teaching: Induction Master's Partnership Program with San Diego Unified School District

The Induction Master's Partnership program is a unique collaboration between the San Diego Unified School District and the Department of Learning and Teaching. The program offers newly hired teachers working in the district the opportunity to earn a master's degree in Curriculum and Teaching as they work to meet Induction requirements for the Professional Clear credential. Classes are co-constructed and co-taught by university and school district instructors. Special incentives exist for district teachers at low-performing schools for whom tuition costs are greatly discounted through scholarships which support the program. The two-year, cohort-based program is currently open only to teachers in the San Diego Unified School District who are enrolled in the district induction program.

Program of Study (30 units)

I. Required Courses (24 units)

EDUC 520 – Teacher Induction I (3)

EDUC 521 – Teacher Induction II (3)

EDUC 522 – Teacher Induction III (3)

EDUC 523 – Advanced Educational Technology (1)

EDUC 524 – Advanced Literacy Instruction for Elementary Teachers (3) OR EDUC 525 – Advanced Literacy Instruction for Secondary Teachers (3)

EDUC 526 – Advanced Elementary Methods of Teaching English Language and Academic Development (3)

EDUC 528 – Advanced Seminar in Teaching

Mathematics to Elementary Students (2) OR EDUC

579 – Advanced Seminar in Teaching Content Area

Subjects to Secondary Students (2)

EDUC 535 – Curriculum Design and Evaluation (3)

EDUC 507 – Action Research I (1)

EDUC 508 – Action Research II (1)

EDUC 509 – Action Research III (1)

II. Electives (6 units)

Recommended Electives:

EDUC 501 – Family, School, and Community Partnerships (3)

EDUC 512 – Measurement and Evaluation in Educational Settings (3)

Candidates may meet this requirement by taking 6 units of 500-level/graduate courses in Learning and Teaching with the consent of their advisor.

III. Action Research Project

In EDUC 509 – Action Research III students will present an original action research project as a capstone exit requirement.

Language, Literacy, and Culture Program

The Language, Literacy, and Culture (LLC) program at the University of San Diego is committed to addressing educational inequities locally, nationally, and internationally. Faculty members are dedicated to providing high-quality and rigorous graduate education that assists candidates in developing both a scholarly and community grounded approach to literacy and language instruction. The program offers two MEd degree specializations: Teaching English to Speakers of Other Languages (TESOL) and Literacy.

Across both specializations, faculty in the LLC program share the goal of preparing reflective practitioners who can successfully translate theory into practice in diverse teaching and learning settings. Drawing from across bodies of scholarship in sociolinguistics, educational psychology, and sociocultural studies of teaching and learning, we assert that "language," "literacy," and "culture" are inextricably linked and mutually constitutive. Together they shape the ways of knowing, communicating, and forms of representation particular to a given community. In this view, students and teachers are seen as "border crossers," both figuratively and metaphorically, as they work to participate within and across cultural and educational contexts. We aim to help candidates become aware of those borders, to navigate them successfully, and to become prepared to assist their students in doing so as well.

LLC faculty are dedicated to providing MEd candidates in both specializations with the opportunity to take a

variety of courses in literacy theory, current literacy research, and research methodologies. Our aim is to support candidates in developing their own insights regarding effective teaching practices, systems that promote or interrupt processes that lead to educational inequity, and teaching for social justice. Thus, an important focus of candidates' course work is reflecting on their own power and social positioning and the ways in which these are constituted through discursive interactions. Additionally, we strive to provide candidates with opportunities to develop as "teacher scholars" by pursuing their own scholarly interests and participating in professional conferences, presentations, and writing for publication.

Master of Education in Language, Literacy, and Culture: Specialization in Literacy

Pending approval, the Master of Education degree in Language, Literacy, and Culture with a Specialization in Literacy will be offered beginning in Fall 2005. The specialization is designed to prepare professionals who want to develop a scholarly approach to literacy instruction and contribute to their communities-of-practice through the conduct and dissemination of original scholarship. The program takes a broad view on "literacy," and emphasizes the role(s) of multiple modes of communication in shaping meaning-making. Working from the notion that cognition is mediated by semiotic tools (symbols) which are shared by members of a community, candidates in the program explore sociolinguistic, psychological, cultural, and political dimensions of literacy and literacy education. Course work, field experiences, and research opportunities are designed to assist candidates in identifying and addressing issues of educational equity, linguistic, cultural and cognitive diversity, and social justice as they relate to literacy instruction.

The Literacy specialization is an advanced program most appropriate for candidates who have completed all required credential course work, including student teaching, for a preliminary credential.

Program of Study

I. Foundations of Education (9 units)

- EDUC 500 – Research Design and Methodology (3)
- EDUC 510 – Cognition and Learning (3) OR EDUC 513 – Human Development (3)
- EDUC 511 – Educational Reform (3) OR EDUC 564 – Cross-Cultural Communication (3)

II. Language, Literacy, and Culture Core (3 units)

- EDUC 529 – Language, Literacy, and Culture (3)

III. Literacy Specialization Courses (15 units)

- EDUC 515 – Advanced Theories of Language and Literacy (3)
- EDUC 517 – Multiple Literacies (3)

- EDUC 518 – Teaching Writing Across the Curriculum (3)
- EDUC 519 – Literature for Children and Adolescents (3)

IV. Rotating Courses (3 units)

The following courses will be offered on a rotating basis; candidates must take at least one. Additional courses from this list may be taken for elective credit.

- EDUC 501 – Family, School, and Community Partnerships (3)
- EDUC 505 – Discourse, Schooling, and Learning Communities (3)
- EDUC 516 – Innovations in Reading and Writing (3)
- EDUC 530 – Critical Literacy, Popular Culture, and Media Studies (3)
- EDUC 579 – Adolescent and Children's Literature and GLBTQ Communities (3)

V. Elective Courses (6 units chosen from across program areas)

Candidates choose 6 units of electives from across program areas. Additional literacy specialization courses may also be taken as electives.

VI. Summative Assessment

Candidates will choose between completing an action research study or a master's thesis. Both options include a dissemination component, consistent with our desire to scaffold candidates' participation in a community of practice.

Option 1

- Completion of an action research study
- Presentation at professional, refereed conference (or publication)
- Participation in School of Education poster fair

Option 2

- Completion of a thesis
- Defense before a committee of three faculty
- Participation in School of Education poster fair

Master of Education in Language, Literacy, and Culture: Specialization in Teaching English to Speakers of Other Languages (TESOL)

Pending approval, the Language, Literacy, and Culture's new specialization in Teaching English to Speakers of Other Languages will be offered beginning in Fall 2005. The TESOL specialization provides students with the knowledge, skills, dispositions, and hands-on experiences to effectively teach English to speakers of other languages. The program focus is on preparing practitioners to teach in both agency and educational settings such as college and university-based English as a Second Language programs, adult education, and language programs abroad. To help meet the need for teachers in this rapidly growing field, the program offers both a 12-unit certificate and a

33-unit master's degree. The TESOL Graduate Certificate is designed to allow individuals to complete course work in a shorter period. All of these units count toward the master's degree. In addition to learning effective methods of teaching English as a second language, students learn about the latest research in TESOL, including the topics of language acquisition and the cultural and social context of second language learning. Field experiences that provide students with opportunities to bridge theory with practice, as well as address their individual interests, are a vital component of the program.

The TESOL specialization is an initial program open to candidates with and without preliminary educational credentials. Candidates who are native-English speakers must have third semester college competency in a foreign language. Second-language English speakers must have passed the TOEFL exam.

TESOL Certificate Program of Study (12 units)

EDUC 540 – Introduction to Language and Linguistic Analysis (3)

Field Experience: 20 hours

EDUC 541 – Second Language Acquisition and Development (3)

Field Experience: 20 hours

EDUC 543 – Methods for Teaching Literacy in ESL (6)

Field Experience: 50 hours

Master of Education Specialization in TESOL Program of Study (33 units)

I. Foundations of Education (9 units)

EDUC 500 – Research Design and Methodology (3)

EDUC 513 – Human Development (3)

EDUC 564 – Cross-Cultural Communication (3)

II. Language, Literacy, and Culture Core (3)

EDUC 529 – Language, Literacy, and Culture (3)

III. TESOL Core (15 units; first three courses constitute 12-unit certificate)

EDUC 540 – Introduction to Language and Linguistic Analysis (3)

Field Experience: 20 hours

EDUC 541 – Second Language Acquisition and Development (3)

Field Experience: 20 hours

EDUC 543 – Methods for Teaching Literacy in ESL (6)

Field Experience: 50 hours

EDUC 579F – TESOL Capstone Seminar (3)

Field Experience: 50 hours

IV. Electives (6) – Choose Two

EDUC 544 – Technology in TESOL (3)

EDUC 545 – Language Politics, Policies, and Education (3)

EDUC 546 – Teaching English as a Foreign Language (3)

EDUC 547 – Development and Evaluation of TESOL Programs (3)

EDUC 548 – Special topics in ESL (3)

V. Summative Assessment

Candidates will choose between completing an action research study or a master's thesis. Both options include a dissemination component, consistent with our desire to scaffold candidates' participation in a community of practice.

Option 1

- Completion of an action research study
- Presentation at professional, refereed conference (or publication)
- Participation in School of Education poster fair

Option 2

- Completion of a thesis
- Defense before a committee of three faculty
- Participation in School of Education poster fair

B. MASTER OF ARTS IN TEACHING

This advanced program is designed for candidates who hold a bachelor's degree with a major or strong minor in the subject specialty. It is appropriate for those who seek to devote equal emphasis to a program in education and to their subject specialty. The subject areas for which the MAT program is offered include History, International Relations, and Social Science.

Master of Arts in Teaching in History

Students will have an advisor in both the Department of Learning and Teaching and the Department of History.

Program of Study (30 units)

I. Foundations of Education (9)

EDUC 500 – Research Design and Methodology (3)

EDUC 510 – Cognition and Learning (3) OR EDUC 513 – Human Development (3)

EDUC 511 – Educational Reform (3) OR EDUC 564 – Cross-Cultural Communication (3)

II. Education Electives (6)

6 units approved by advisor in School of Education

III. Required Courses in History (15)

HIST 500 – Core Seminar (3)

HIST 501 – Teaching Seminar (3)

HIST 502 – Public History Seminar (3)

IV. Electives in History (6)

6 units of graduate history courses approved by advisor in Department of History

MAT students may not take HIST 563 – Thesis Writing

V. Satisfactory performance on written portfolio and presentation

Master of Arts in Teaching in International Relations

Program of Study (30 units)

I. Foundations of Education (9)

EDUC 500 – Research Design and Methodology (3)

EDUC 510 – Cognition and Learning (3) OR EDUC 513 – Human Development (3)

EDUC 511 – Educational Reform (3) OR EDUC 564 – Cross-Cultural Communication (3)

II. Education Electives (6)

6 units approved by advisor in School of Education

III. International Relations (15)

Candidates take 15 units in International Relations with advisor approval.

Not more than 6 units may be at the upper-division undergraduate level.

IV. Satisfactory performance on written portfolio and presentation

Masters of Arts in Teaching in Social Science

Program of Study (30 units)

I. Foundations of Education (9)

EDUC 500 – Research Design and Methodology (3)

EDUC 510 – Cognition and Learning (3) OR EDUC 513 – Human Development (3)

EDUC 511 – Educational Reform (3) OR EDUC 564 – Cross-Cultural Communication (3)

II. Education Electives (6)

6 units approved by advisor in School of Education

III. Social Science (15)

Candidates take 15 units chosen with an advisor in at least two of the following departments: History, Political Science and International Relations, Anthropology, Sociology, and Psychology. Courses from other social science departments may be taken with permission. Not more than 6 units of upper-division undergraduate courses may be used in this program. Courses for this program may not duplicate course work taken previously in undergraduate programs.

IV. Satisfactory performance on written portfolio and presentation

SPECIAL EDUCATION PROGRAMS

The Special Education faculty offer a master's degree, three credential programs, and one certificate program to prepare special education teacher candidates to teach in P-12 schools and other agencies serving individuals with special needs from birth to adulthood. As a nationally recognized credential and degree program by the Council for Exceptional Children, credential and degree programs use a performance-based electronic portfolio competency model based on the Council for Exceptional Children Standards for Beginning Teachers for evaluation and credential recommendation criteria. All special education students (referred to as candidates) will gain shared competencies through a common core of course work. Candidates also complete specialized course work related to Mild to Moderate Disabilities, Early Childhood Disabilities, and/or Moderate to Severe Disabilities across the P-12 spectrum of service delivery.

The Special Education credential program offers three Level I Education Specialist credentials, three Level II Professional Education Specialist credentials and one Early Childhood Special Education certificate.

GENERAL ADMISSION REQUIREMENTS

All special education program graduate credential and/or degree candidates must meet the Department of Learning and Teaching requirements for admission described in this *Bulletin*.

SPECIAL EDUCATION CREDENTIALS

I. Initial Level I Education Specialist Credentials

A. Prerequisite or Corequisite Courses for Level I Education Specialist Credential

- EDSP 389/589 – Healthy Environments and Inclusive Education (3) or an equivalent Introduction to Special Education course
- CBEST
- Certificate of Clearance
- U.S. Constitution requirement

B. Other Requirements

Mild/Moderate Disabilities and Moderate/Severe Disabilities

Credential requires the following prior to enrollment in Practicum (student teaching):

- 1) Passing score on the CSET: Multiple Subjects examination, or the CSET Single Subject Content Matter examination prescribed by California law, or
- 2) California CCTC-approved teaching credential, or
- 3) CCTC-approved subject matter competency program as a "highly qualified" teacher.

Mild/Moderate and Moderate/Severe candidates are also required to achieve a passing score on the RICA prior to issuance of a credential.

C. Initial Level I Education Specialist Credential: Common Core

- EDSP 570 – Assessment in Special Education (3)
- EDSP 571 – Management of Behavior and Instruction in Special Education (3)
- EDSP 572 – Typical and Atypical Language Development (3)
- EDSP 573 – Family Systems and Community/Cultural Resources in Special Education (3)
- EDSP 579 – Cultural, Legal, and Ethical Aspects of Special Education (2)

D. Initial Level I Education Specializations

1. Mild to Moderate Disabilities Requirements
 - EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
 - EDSP 575 – Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3)
 - EDSP 590P – Practicum Mild/Moderate (6)
 - EDUC 575P – Elementary Curriculum and Methods for Special Educators (3)
 - EDUC 583P – Methods of Teaching Reading and Language Arts in the Elementary School (3)
 - EDUC 584C – Methods of Teaching English Language and Academic Development (3)
2. Early Childhood Disabilities Requirements
 - EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
 - EDSP 576 – Typical, Atypical, and Medical Development (3)
 - EDSP 577 – Early Intervention Curriculum and Methods (3)
 - EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
 - EDSP 591P – Practicum Early Childhood (6)
3. Moderate/Severe Disabilities Requirements
 - EDSP 576 – Typical, Atypical, and Medical Development (3)
 - EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
 - EDSP 592P – Practicum Moderate/Severe (6)
 - EDUC 575P – Elementary Curriculum and Methods for Special Educators (3)
 - EDUC 583P – Methods of Teaching Reading and Language Arts in the Elementary School (3)
 - EDUC 584C – Methods of Teaching English Language and Academic Development (3)

II. Advanced Level II Professional Education Specialist Credential

A. Prerequisite

- Must hold a CCTC Level I Education Specialist credential in the area in which the Level II credential is being sought
- Before final request for recommendation for a Level II Professional Education Specialist credential, candidate must have completed two years of employment under the related Level I Education Specialist Credential
- Must apply and be accepted into USD graduate program of study (either Credential or Credential and MEd)
- EDUC 514 – Instructional Technology: Design and Evaluation (3) (or equivalent)
- EDSP 589 – Healthy Environments and Inclusive Education (3) (or equivalent)
- CPR – infant, child, and adult

B. Level II Professional Education Specialist Credential: Common Core

- EDSP 598 – Education Specialist Roles and Responsibilities (3)
- EDSP 593F – Field-Based Induction Plan (1)
- EDSP 597F – Field-Based Research in Special Education (1)
- EDUC 500 – Research Design and Methodology (3)

C. Level II Professional Education Specialist Specializations

1. Mild/Moderate Disabilities Requirement

- EDSP 594 – Advanced Behavior Analysis and Positive Behavior Supports (3)
- EDSP 594F – Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)
- EDSP 596 – Assessment for Curriculum Decisions (3)
- EDSP 596F – Field-Based Assessment for Curriculum Decisions (1)

2. Early Childhood Disabilities Requirements

- EDSP 595 – Leadership and Management Skills (3)
- EDSP 595F – Field-Based Leadership and Management Skills (1)

3. Moderate/Severe Disabilities Requirement

- EDSP 594 – Advanced Behavior Analysis and Positive Behavior Supports (3)
- EDSP 594F – Field Based Advanced Behavior Analysis and Positive Behavior Supports (1)

III. Early Childhood Special Education Certificate

Early Childhood Specialization Requirements

A. Prerequisite

- Advanced Level II Prerequisites
- A currently valid California Clear Learning Handicapped or Severely Handicapped credential; or a Level II Mild/Moderate or Moderate/Severe credential

B. Early Childhood Disability Certificate Course Requirements

- EDSP 570 – Assessment in Special Education (3)
- EDSP 573 – Family Systems and Community/Cultural Resources in Special Education (3)
- EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
- EDSP 576 – Typical, Atypical, and Medical Development (3)
- EDSP 577 – Early Intervention Curriculum and Methods (3)
- EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
- EDSP 591P – Practicum Early Childhood (3)

MASTER OF EDUCATION DEGREE – SPECIALIZATION IN SPECIAL EDUCATION

I. Initial Level I Education Specialist Credentials

A. MEd Common Degree Program Requirements

- Minimum of 30 graduate units of course work (Practicum units do not count towards 30 MEd units)
- Passing rating on final MEd electronic portfolio
- Passing rating for Poster Presentation
- Meet all Department of Learning and Teaching requirements for MEd

B. Initial Level I Education Specialist Credential: Common Core Course Work

- EDSP 570 – Assessment in Special Education (3)
- EDSP 571 – Management of Behavior and Instruction in Special Education (3)
- EDSP 572 – Typical and Atypical Language Development (3)
- EDSP 573 – Family Systems and Community/Cultural Resources in Special Education (3)
- EDSP 579 – Cultural, Legal, and Ethical Aspects of Special Education (2)
- EDUC 500 – Research Design and Methodology (3)

C. Initial Level I Education Specializations Graduate Course Work

- 1. Mild to Moderate Disabilities Requirements
- EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
- EDSP 575 – Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3)
- EDSP 590P – Practicum Mild/Moderate (6)
- EDUC 575 – Elementary Curriculum and Methods for Special Educators (3)
- EDUC 583P – Methods of Teaching Reading and Language Arts in the Elementary School (3)
- EDUC 584C – Methods of Teaching English Language and Academic Development (3)

2. Early Childhood Disabilities Requirements
 - EDSP 574 – Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)
 - EDSP 576 – Typical, Atypical, and Medical Development (3)
 - EDSP 577 – Early Intervention Curriculum and Methods (3)
 - EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
 - EDSP 591P – Practicum Early Childhood (6)

3. Moderate/Severe Disabilities Requirements
 - EDSP 576 – Typical, Atypical, and Medical Development (3)
 - EDSP 578 – Curriculum and Instruction Moderate/Severe (3)
 - EDSP 592P – Practicum Moderate/Severe (6)
 - EDUC 575 – Elementary Curriculum and Methods for Special Educators (3)
 - EDUC 583P – Methods of Teaching Reading and Language Arts in the Elementary School (3)
 - EDUC 584C – Methods of Teaching English Language and Academic Development (3)

II. Early Childhood Special Education Certificate

- A. MEd Common Degree Program Requirements
 - Minimum of 30 graduate units of course work (Practicum units do not count towards 30 MEd units)
 - Passing rating on final MEd electronic portfolio
 - Passing rating for Poster Presentation
 - Meet all Department of Learning and Teaching requirements for MEd (CSET is not a requirement for Early Childhood Certificate)

- B. Early Childhood Special Education Certificate Requirements
 - EDSP 570 – Assessment in Special Education (3)
 - EDSP 573 – Family Systems and Community/Cultural Resources in Special Education (3)
 - EDSP 574 – Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)
 - EDSP 576 – Typical, Atypical, and Medical Development (3)
 - EDSP 577 – Early Intervention Curriculum and Methods (3)
 - EDSP 578 – Curriculum and Instruction Moderate/Severe (3)

III. Advanced Level II Professional Education Specialist Credentials

- A. MEd Common Degree Program Requirements
 - Minimum of 30 graduate units of course work (Practicum units do not count towards 30 MEd units)
 - Passing rating on final MEd electronic portfolio
 - Passing rating for Poster Presentation
 - Meet all Department of Learning and Teaching requirements for MEd

B. Level II Professional Education Specialist Credential: Common Core

- EDSP 598 – Education Specialist Roles and Responsibilities (3)
- EDSP 593F – Field-Based Induction Plan (1)
- EDSP 597F – Field-Based Research in Special Education (1)
- EDUC 500 – Research Design and Methodology (3)

C. Level II Professional Education Specialist Specializations

1. Mild/Moderate Disabilities Requirement
 - EDSP 594 – Advanced Behavior Analysis and Positive Behavior Supports (3)
 - EDSP 594F – Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)
 - EDSP 596 – Assessment for Curriculum Decisions (3)
 - EDSP 596F – Field-Based Assessment for Curriculum Decisions (1)

2. Early Childhood Disabilities Requirements
 - EDSP 595 – Leadership and Management Skills (3)
 - EDSP 595F – Field-Based Leadership and Management Skills (1)

3. Moderate/Severe Disabilities Requirement
 - EDSP 594 – Advanced Behavior Analysis and Positive Behavior Supports (3)
 - EDSP 594F – Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)

MARITAL AND FAMILY THERAPY PROGRAM

The Marital and Family Therapy (MFT) program prepares students to become marriage and family therapists. Marriage and family therapists are trained to conceptualize mental health and behavior problems as existing within interpersonal relationships. Consequently, students are trained to treat problems within a person's current interpersonal context. In addition to training in the most prominent marriage and family therapy theories, students are exposed to the biological and intrapsychic approaches to problem development and resolution. Students receive training in the assessment and treatment of the major mental disorders as well.

The MFT program is accredited by the Commission on Accreditation for Marital and Family Therapy Education (COAMFTE). The COAMFTE is the national organization recognized by the U.S. Department of Education for setting standards for marriage and family therapy education. USD's MFT program is one of only four master's degree-granting programs in California accredited by the COAMFTE.

Graduates of the MFT program usually work in mental health agencies. However, some set up their own private practices or go on to doctoral work. The degree fulfills the educational requirements for licensure in California as a Marriage and Family Therapist and usually meets the licensing requirements in the other 43 states with Marriage and Family Therapist licensure or certification.

GENERAL DEGREE REQUIREMENTS

The MA in MFT is a non-thesis degree program requiring the successful completion of 49 units of graduate course work, 6 continuing education units, a written comprehensive exam, and the accumulation of a minimum of 500 client contact hours and 100 supervision hours. The majority of the students are full-time. Full-time students can complete the program within two full calendar years. Part-time students must take at least 6 units per semester.

REQUIREMENTS FOR THE DEGREE

I. Course Work (49 units)

- MFTS 500 – Research in Family Therapy (3)
- MFTS 523 – Family Therapy Theories I (3)
- MFTS 524 – Family Therapy Theories II (3)
- MFTS 528 – Psychopathology (3)
- MFTS 529 – Ethical and Legal Issues in Family Therapy (2)
- MFTS 532 – Diversity and Family Therapy (1)
- MFTS 533 – Family Studies (3)
- MFTS 541 – Assessment and Treatment of Child/Family Problems (3)
- MFTS 542 – Psychological Testing and Evaluation (2)
- MFTS 543 – Developmental Psychopathology (3)
- MFTS 544 – Psychopharmacology (2)
- MFTS 545 – Families, Systems, and Health (1)
- MFTS 546 – Couples and Sex Therapy (3)
- MFTS 570 – Treatment of Drug and Alcohol Problems (2)
- MFTS 595P – Practicum in MFT 1 (5)
- MFTS 596P – Practicum in MFT 2 (5)
- MFTS 597P – Practicum in MFT 3 (5)

II. MFT Continuing Education Courses (6 units extension credit)

- EDUC X-572 – Gender Issues in Family Therapy (1)
- EDUC X-574 – Domestic Violence and Child Abuse Seminar (1)
- EDUC X-577 – Professional Issues in Family Therapy (1)
- EDUC X-578 – Spiritual Issues in Family Therapy (1)

Plus two of the three CE electives:

- EDUC X-573 – Group Therapy in Family Therapy (1)
- EDUC X-575 – Special Topics in Family Therapy (1)
- EDUC X-576 – Self of the Therapist Seminar (1)

III. Comprehensive Examination

IV. Clinical Contact Hours

Students must successfully complete a total of 500 clinical contact hours (minimum of 250 relational hours) and 100 supervision hours (minimum of 50 with raw data) while enrolled in Practicum.

V. Completion of Prerequisite Requirements

Students must complete the two prerequisite requirements (Human Development, and either Counseling Theories or Theories of Personality) either prior to enrollment in the program or before the beginning of their second semester in the program.

PRACTICUM IN MFT

An important part of the training program is the practical experience and training students receive during the clinical practicum. The MFT faculty maintain a variety of sites that meet the rigorous clinical hour and supervision requirements. Practicum placements are typically nonpaying positions.

Practicum (MFTS 595P, 596P, 597P) is a 12-month, three-semester sequence that is completed during the student's final year in the program. During this clinically rich experience, students will be expected to complete 500 direct client-contact hours, 250 of which need to be with couples or families. Students receive a minimum of 100 hours of supervision from MFT faculty during this time, in addition to the supervision received from on-site supervisors. Faculty supervision is in both individual and group format, with live and videotaped data being used as the primary source of session information.

PASTORAL COUNSELING SPECIALTY

MFT students who wish to specialize in Pastoral Care and Counseling may do so by taking the additional 18 units required for the Certificate of Advanced Study (CAS) in Pastoral Care and Counseling. Students must apply to and be accepted by both the MFT and CAS programs. See page 62 in this *Bulletin* for CAS admission and program requirements.

ADDITIONAL REQUIREMENTS FOR ADMISSION MARITAL AND FAMILY THERAPY PROGRAM

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring
APPLICATION DEADLINE	Date of final admission interview – contact Graduate Admissions Office for interview dates
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale) in bachelor's or in master's course work
STANDARDIZED ADMISSION TEST	GRE or MAT with an overall score in the 50th percentile or above
REQUIRED LICENSES/CREDENTIALS	None
ADDITIONAL REQUIREMENTS	Three letters of recommendation Statement of Purpose An interview with the MFT faculty – contact Graduate Admissions for interview dates

COURSES AND SEMINARS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

COUNSELING

COUN 503 [221, 224] Professional Orientation and Ethics in Counseling (3)

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions, and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession, its purpose, history, ethical codes, professional organizations, and certification and licensing practices. The course provides comprehensive practice in applying the codes of ethical practice to different areas of counseling practice and explores the legal issues encountered in the various areas of counseling.

COUN 504 [222] Practicum in Counseling Techniques (3)

Students practice essential interviewing and counseling skills. The course examines many of the required areas for Helping Relationships addressed in the 2001 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The course helps students acquire knowledge, skills, and dispositions associated with the following Counseling Program Learning Outcomes: 1) Individual Counseling Skills (Learning Outcome #5), 2) Assessment (Learning Outcome #8), Diversity (Learning Outcome #1), Professional Identity (Learning Outcome #2)

COUN 505 [220] Human Development (3)

Students examine growth and development throughout the lifespan including physical, cognitive, social, and psychological functioning. Individual and group differences are studied. Students learn counseling strategies that enhance development at all ages and stages.

COUN 508 [200] Research Methods in Counseling (3)

Students study quantitative and qualitative research designs, data analysis procedures, and evaluation models as they are applied to counseling-related research questions. Findings from counseling literature are reviewed. Use of computer-based analysis programs is introduced.

COUN 510 [262] Career Development Across the Lifespan (3)

Students study career development theories and examine educational, personal, and occupational aspects of career development at all stages of the lifespan. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors, and career development services delivery models are presented.

COUN 512 [272] Student Services in the College Environment (3)

Developmental needs of persons enrolled in higher education and the services and programs developed to meet these needs are presented. Students examine leadership skills utilized in student services, differences in service, and delivery of services in community college, college, and university settings.

COUN 515 [269] Multicultural Counseling (3)

Students examine the beliefs, behaviors, and values of variety of ethnic groups. Students complete self-assessments of cultural competencies and examine their self-assessments in the context of cultural identity models. Effective techniques for providing culturally appropriate services to individuals and groups are presented.

COUN 518 [268] Organization of Student Support Services (3)

Students learn to develop comprehensive plans for guidance and counseling services in K-12 settings and to evaluate service outcomes. Students develop leadership and advocacy skills for promoting quality counseling services designed to meet student needs.

COUN 520 [263] Counseling Psychology: Theory and Practice (3)

Philosophical and psychological theories of personality development and functioning are presented. For each theory presented students learn the nature of the person, personality constructs, and appropriate intervention strategies and counseling goals.

COUN 525 [265] Group Dynamics (3)

Utilizes didactic and experiential learning to examine group dynamics in a variety of work and other social settings. Students develop knowledge of and skills in counseling group leadership and facilitation as well as large group presentations.

COUN 530 [266] Assessment Techniques in Counseling (3)

Students develop skills in the development, selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral, and affective modalities.

COUN 532 [270] Designing Career Development Services (3)

Students develop competence in assessing client interests and skills, designing career centers, outlining job search strategies, writing resumés, developing job banks, planning networking strategies, and designing individual and group interventions for a variety of client-presenting problems. Students review career development services currently offered in higher education, business, and community settings. Recommended prerequisite: COUN 510.

COUN 535 [264] College Student Development (3)

Provides an introduction to major theories and research on development of college students and addresses the relevance and use of this information for the work of student affairs professionals, counselors, administrators, and others interested in the educational development of students in college settings.

COUN 536 [274] Counseling Children and Youth in School Settings (3)

Students will explore and understand a variety of issues germane to K-12 counseling settings. Students will also gain competence in counseling techniques and interventions appropriate to working in these settings. Additionally, students will become familiar with and practice presentation and consultation skills suitable for working with students, parents, teachers, and other school staff.

COUN 541 [275] Advanced Counseling: Diagnosis and Treatment Planning (3)

This course examines several areas commonly found in the practice of counseling. First, students are exposed to class activities that are intended to increase their ability to engage in the case conceptualization needed for planning counseling interventions. Second, students are taught how diagnostic impressions are developed for clients seen by professionals working in the specializations represented in our Counseling program. An emphasis is placed on how these clients might present themselves and way a disorder can affect services delivered regardless of your specialization. The DSM-IV-TR is the principal diagnostic impression guide used in this portion of the class. Finally, students are helped to learn how to apply the counseling intervention to various client cases (i.e., case conceptualization and presentations). Please note that the focus here is more on case conceptualization, development, and

implementation of counseling plans. Cross-cultural, ethical, and legal issues specifically associated with the above areas are also reviewed.

COUN 542 Special Topics in College Counseling and Student Development (3)

This course meets in a seminar format and focuses on one specific area of college counseling each time it is offered. Topics chosen might address: 1) special programs to meet student development needs, 2) emerging areas of services on college campuses, or 3) innovative programs.

COUN 559 [279C] Training and Consultation (3)

Students develop training and consultation skills and strategies. This course offers students the opportunity to bridge the concepts of counseling with the applied topics of site supervision, training and consulting, and performance consulting. The methods of instruction will include both didactic instruction and interactive learning.

COUN 579 Educational Psychology for Counseling Professionals (3)

Students will explore a variety of educational psychology issues impacting the provision of counseling and guidance activities, services, and programs in schools. Students will master the knowledge and skills needed to understand the characteristics and contextual elements that affect learning in pupils. Students will study and design interventions to facilitate effective learning. Techniques for consultation with students, parents, teachers and administrators will be studied.

COUN 588P [367A] Advanced Practicum: Children and Youth (3)

In the school-based counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments, and individual and group interventions appropriate to K-12 counseling settings. Course includes a minimum of 100 clock-hours of practicum experience that includes a combination of individual and group counseling related to personal/social, academic, and career development issues; job shadowing with credentialed school counselors; observing and being a participant-observer of group dynamics in various school settings; participating in classroom guidance activities; attending meetings directly relevant to the functioning of a counseling staff and/or counseling center; and planning, implementing, and evaluating systemic interventions related to the organization and administration of comprehensive counseling and guidance programs. At least 40 hours of the practicum experience involves direct client contact. Prerequisites: COUN 500, 502, 505, and 520.

COUN 589P [367B] Advanced Practicum: Adult (3)

In the counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock-hours of practicum experience that includes a combination of peer counseling related to personal/social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings; and attending meetings directly relevant to the functioning of a counseling staff and/or counseling center. At least 40 hours of the practicum experience involves direct client contact. Prerequisites: COUN 500, 502, 505, and 520.

COUN 590F [370] Fieldwork in School Settings (3)

Students obtain an internship placement at a school site and function in the role of a school counselor, working under the supervision of a PPS credentialed counselor on site. University supervision also is provided. School sites are selected to meet the requirements for the State of California Pupil Personnel Services Credential – School Counseling Specialization. Course must be taken a minimum of two times to meet program and/or credential requirements. Prerequisites: COUN 512, 525, 537, 367, and pre/concurrent enrollment in required school specialization courses.

COUN 592F [372] Internship in College Counseling and Student Development (3)

Students obtain an internship placement in a community college, college, or university setting under the onsite supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites: COUN 512, 525, and required college specialization courses.

COUN 593F [374] Internship in Career Counseling (3)

Students obtain internship placements in educational, business, government, and community settings where career development services are offered. Students do their internship under the onsite supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites: COUN 512, 525, 538, and required career specialization courses.

COUN 599 Independent Study or Research (1-3)

Independent study or research usually involving a research paper or project. Requires approval from Program Director.

LEADERSHIP**EDLD 500 [200] Research, Design, and Evaluation of Nonprofit Programs (4)**

This course prepares students to undertake the research, design, and evaluation process employed in nonprofit organizations. Students will learn the fundamentals of 1) assessing community needs, 2) using theory to guide program design, 3) identifying and evaluating research literature that supports program development, 4) data-base planning, 5) cultural competence in planning and evaluation of nonprofit programs, 6) designing evaluation studies, 7) social marketing, 8) program monitoring, and 9) modifying services based on evaluation results. The course will use both didactic and interactive instruction methods, and students will undertake a project that will provide applied experience in research, design, and evaluation of nonprofit programs. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 501 [292] Nonprofit Management Fundamentals (3)

This course is intended to prepare students for senior management roles in the nonprofit sector by introducing students to the basics of organizational management and helping them hone strategic thinking skills. Topics to be covered will include: the legal structure of nonprofits, assembling and managing boards, personnel policies and staffing issues, human resource management, advocacy, strategic planning, program planning, fundraising fundamentals, and strategic repositioning. The course is designed as an interactive learning experience that incorporates significant case study and group problem-solving exercises. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 503 [290] Nonprofit Finance (3)

This course will prepare students to oversee the financial management of nonprofit organizations by focusing on four areas: key financial concepts, financial statement presentation, accounting and reporting, and operational issues emphasizing the links between the accounting staff, program staff, fundraising staff, and board of directors. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 504 [250] Leadership (3)

The first in a series of required courses for the MA and MEd in Leadership Studies/Educational Leadership. The subject of leadership is studied from multi-disciplinary perspectives to provide students with an opportunity to discuss, critique, and analyze theories of leadership. Students develop their own philosophy of leadership. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 506 [294] Resource Development (3)

The goal of this course is to ensure that each student gains a broad understanding of the fund raising field as well as applied skills in the development and maintenance of individual donors, creating corporate partnerships; identifying and marketing programs to foundations; and applying for government grants. Each student will use his/her own organization (or one in which he/she has a special interest) as a case study for each of the sessions and assignments. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 507 [291] Community Organizing and Change (3)

The study of social change is important for nonprofit administrators to understand the historic and regional environment in which they operate. Students will be exposed to a variety of change models and their inherent assumptions including, but not limited to: revolution, labor, civic rights, and environmental movements of social change. Special emphasis will be placed on the categorical silos which exist within San Diego. Participants will develop a model of social change, which will guide their analysis and practice. Participants will conduct a community analysis on strategic organizations with examination of the organizational agenda of nonprofit organizations, civic associations, and regional initiatives. The focus of this course will center on creating change within a practice arena. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 508 [293] Marketing for Nonprofit Organizations (3)

This course is designed to sensitize students to the importance of marketing (both internal and external) in the success of nonprofit organizations. Topics to be covered include the determination of specific market targets (donors, clients, policy makers); the development of product (service) strategy; the dynamics of pricing of nonprofit services; the distribution or delivery of products or services to the various target markets; and the development of promotional strategies to various groups. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 509 [295E] Legal Issues for Nonprofit Corporations (1)

This course is intended to prepare students for management roles in the nonprofit sector by helping them become familiar with the basic forms of not-for-profit entities and the principal differences in their structure, formation, and corporate governance regimes. It is also designed to acquaint students with methods and techniques for managing typical risks involved in the operation of nonprofit enterprises, including risks associated with employment matters, fiscal matters (e.g., fund raising, financial

accounting), preserving tax-exempt status and lobbying, contract performance, real property matters, public relations, and the like. The course is focused on practice and will incorporate case study and group problem-solving exercises based on actual student or faculty experiences to provide interactive classroom learning. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 510 [295A] Board Management and Leadership (1)

This course intends to prepare students to develop and manage boards of directors of voluntary sector organizations. Topics include legal and operating definitions, the purpose, function, role and appropriate board structures; supporting systems; how to assemble a board of directors; how to build positive board/staff relationships; how to coordinate the work of a board; how to prepare and manage board information flow; and how to evaluate board effectiveness. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 511 [295C] Strategic Planning and Positioning (2)

Many nonprofits think strategic planning is accomplished principally through a board retreat where members are asked to work with senior staff on deliberating the best course of action for their organization. While retreats are critical to the planning process, effective planning ideally involves considerable information gathering and analysis before the discussion begins in earnest. Organizations need to understand how their nonprofit fits within the context of trends and its place in the market, take a careful look at potential allies and competitors, collect information from stakeholders of all types about their wants and needs, and assess the capabilities of their organization to meet these needs within its defined market niche. This course will focus on methods of identifying strategic questions and directions for nonprofit organizations by taking students through planning processes with "client" organizations. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 512 [295D] Collaboration (1)

This course intends to prepare students for the development of appropriate sustaining and effective inter-organizational relationships that assist them in fulfilling their organizational mission. Topics include life systems theory; definitions and distinctions among such arrangements as cooperation, collaboration, competition, co-opetition, partnership, networking, and coalition building; identifying and developing structures and procedures; moving through the stages of development; and establishing evaluative methods. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 513 [295F] Advocacy Skills and Strategies (2)

Successful advocates utilize a toolbox of strategies to advance their cause. These strategies include: understanding the lobbying regulations, knowing how the legislature and congress work officially and behind the scenes, understanding regulatory reform, undertaking research which provides facts and figures to bolster a given argument, knowing how to build partners across sectors who will support the cause, understanding how to use the media and build public support. This class will provide students with a framework for conceptualizing and carrying out advocacy campaigns. Each student will be asked to apply what is learned in class to the development of a comprehensive advocacy campaign. Students may work individually but are encouraged to work in small groups on a specific public policy or state legislative campaign. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 514 [295G] Public Speaking (1)

This course will provide students with the skills required to engage audiences and individuals who are potential donors and supporters of nonprofit organizations. Topics include: research and analysis of audiences; development of presentations focused on the benefits to the audience; practice of presentation skills that ensure masterful delivery; the extemporaneous speech; development and use of appropriate visual aids; handling of the question and answer period; use of humor, personal stories, analogies, and the call to action. The class will be participatory, and will include research and videotaped presentations. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 515 [295J] Building Positive Workplaces (1)

This course will challenge students to think creatively and strategically about their leadership role in building positive work environments. Topics will include the importance of thoughtful planning and use of time, how to create a calm and productive office atmosphere, showing appreciation and respect, using humor in healthy ways, communications essentials (from planning effective meetings to the proper use of e-mail), balancing our personal and professional lives, and providing quality service that pleases everyone involved. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 516 Related Business Development (2)

This course prepares current and future leaders in nonprofit organizations to be able to identify related business opportunities that will supplement the financial resources and compliment the core business mission of their organization. Students will learn techniques to identify new opportunities, analyze market forces, develop effective marketing plans, establish operations plans, and identify alternative

funding sources in starting a new business. This course focuses on practical real world experience. Students will develop a business plan proposal for a local nonprofit organization. The plan will be evaluated on its ability to help the selected agency move forward with a plan of action to implement a new related business. Students will work in teams. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 517 [295B] Capital and Endowment Campaign Planning (2)

This course is designed to broaden the student's understanding of advanced fund raising activities, with a particular emphasis on capital and endowment campaigns. Building upon student's prior course work, the class allows students to apply their understanding of organizational strategic planning to prepare, plan, and launch successful major gift fund raising efforts. Course work is based upon students' analysis and discussion of actual case studies or field work with nonprofit organizations. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 518 [295H] Information Technology (1)

This course is intended to provide nonprofit executive directors with knowledge and skills necessary to integrate technology into the overall strategic objectives and competencies of an organization. Participants will learn how to assess and evaluate technology more effectively; understand and create methods for transferring and assimilating new technology; leverage the power of technology to manage large complex projects, programs, and systems; and integrate the organization's internal use of technology to streamline and enhance practices that will make the organization more efficient and effective. Special permission required for students not enrolled in the Nonprofit Management program.

EDLD 549 Research Design and Methodology for Leaders (3)

This course is an introduction to research design and methodology for students in leadership studies, which will enable beginning and experienced leaders and managers to design and complete their own research projects while developing the intellectual tools needed to critique research in the leadership discipline or within an area of specialization.

EDLD 551 [251] Human Relations for Leaders (3)

This course provides students with opportunities to study and analyze the dynamic forces that influence human relations within groups and organizations and to practice particular skills that lead to more effective performance in their professional roles. The method is experiential, and the course is designed to be a kind of "learning laboratory" that

reproduces many of the characteristic features of organizational life. The active learning model encourages students to examine, test, and practice behaviors related to the exercise of authority and leadership. The course also incorporates more traditional methods such as lectures, readings, case analyses, and analytical papers.

EDLD 552 [252] School Law for Aspiring Leaders (3)

Students learn about issues concerning the authority, power, and liabilities of administrators as well as the legal status of teachers, students, and others involved in the educational program. Course provides prospect school leaders with understanding of how law guides day-to-day decision-making in key areas and the consequences for violating policies.

EDLD 553 [253] Instructional Leadership and Supervision I (2)

Focuses on the role of school leaders in shaping a school culture that values teaching and learning as the center of the school's work. Attention is given to the resources and skills needed to lead instructional improvement. Students are required to analyze data through classroom observations and develop an action plan to improve teaching and learning.

EDLD 554 Instructional Leadership and Supervision II (2)

This course continues the work of EDLD 553, focusing on the development of students' capacity to analyze instructional practice and lead improvement of teaching and learning. Students are required to analyze data through classroom observations and develop an action plan to improve teaching and learning. Prerequisite: EDLD 553.

EDLD 555 [255] Leadership and Ethics (3)

Designed to promote an understanding of the philosophical, religious, and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions, and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Also addresses non-Western views of morality.

EDLD 556 [256] Organizations and Diversity (3)

Using a theory-practice-critique framework oriented toward ethical leadership in public, private, and nonprofit contexts, students will analyze the reciprocal nature of beliefs, attitudes, values, and behavioral patterns in various microcultures with the personal, interpersonal, institutional, and societal context of organizations. Students will examine how oppression in social institutions and organizations explicitly and implicitly shapes the social and political patterns of leadership and management.

EDLD 557 [257] Leadership and Spirituality (3)

The commonalities within all the great spiritual traditions are emphasized in this graduate course. Spirituality is viewed as an orientation that calls for deep involvement in the world, and spiritual practices are considered that enable leaders to reflect on how they go about their daily lives. During a culminating activity, participants share their insights regarding how leadership can elevate the human spirit and inspire actions with the potential for moving the world toward peace and justice.

EDLD 558 [258] School Leadership and Politics of Education (3)

Prepares students to plan, organize, manage, and evaluate the day-to-day operations of a school, focusing on the development of a safe and productive school culture that supports learning for teachers and students. Candidates learn strategies for working with school stakeholders, sharing decision-making, and providing sufficient resources for the diverse needs of students. In developing the instructional leadership capacity of students, the course builds candidates' understanding of, and skill in, responding to the complex political forces that shape organizational life.

EDLD 559 [259] Leadership and Organizational Change (3)

A study of how leadership and change in contemporary organizations are connected conceptually and in practice. Students will study models of organizational change, connect them to models of leadership and management, and learn collaborative skills and behaviors that will help them to be change agents in their organizations and professions. Emphasizes the overarching theme of changing institutions and our society to help them be more humane and responsive to solving the difficult problems that we face.

EDLD 560 [260] School Law for Practicing Administrators (3)

This course focuses on the preparation of practicing school leaders to apply knowledge of the law to guide day-to-day decision-making in their roles as administrators. Participants will develop a deeper understanding of, and ability to apply, state and federal law in areas vulnerable to litigation that are under the purview of the school site leader.

EDLD 564 Supporting Teachers for Instructional Improvement (2)

This course supports the development of leadership knowledge and skills for creating and supporting strategic goals for the improvement of teaching and learning. This job-embedded course focuses on the site-based leadership role and experiences, integrating instructional and leadership theories with educational practice.

EDLD 570 [270] Human Services Administration (3)

Topics include employee selection, procedures and policies, salary and fringe benefit management, staff appraisal, tenure practices, and non-renewal and dismissal procedures.

EDLD 571 History and Philosophy of Higher Education (3)

This course is designed to provide students with historical and philosophical contexts for understanding contemporary practices and issues in higher education. Through an understanding of major philosophies of education, students will examine the developmental trajectory of higher education in the United States. The course includes opportunities to explore the complexity of philosophical views and historical events that have shaped the way colleges and universities operate today. Students will shape a personal philosophy of education by identifying the ideologies behind educational systems, curricula, and institutional goals, and by determining which aspects of those ideologies best represent their own values and ideas.

EDLD 572 [272] Leadership and Contemporary Issues (3)

National and global issues requiring leadership are presented as challenges to future leaders: safeguarding oceans, understanding technology, and considering the earth's capacity. These issues require courage, commitment, and compassion on the part of leaders, as well as technical knowledge and critical thinking skills in order to transform the potential of today's world into a global community of justice and peace.

EDLD 573 [273] Economics of Education (3)

This course introduces students to the basics of economic analysis and then uses these techniques to examine some of the most important, but least understood policy issues on the national agenda, including human capital theory and the returns to education; educational labor markets and the factors that influence them; how local schools are funded and the voucher movement; trends in college and university pricing; market failure and the governmental provision of student loans; and the increasing grant-loan imbalance in higher educational finance.

EDLD 574 [274] Leadership Development for Women (3)

The psychological literature related to women's development of self is discussed against the background of women in history and in society as a foundation for topics related to the development of leadership for women. Special topics of concern to women as leaders will be explored.

EDLD 575 [275] The Community College (3)

A historical review of the development of community colleges and their relationship to the higher education movement. Includes a study of the philosophy and application of the open door policy and summary of the functions of community colleges.

EDLD 576 [276] Community College Leadership (3)

Designed to help prepare candidates for administrative positions in community colleges. Topics included the nature and purposes of community colleges; their assets, problems, issues, practices, and innovations; faculty relations, collective negotiations, and professional development; and possible future developments. Finances, governance, and administrator-board relations are also discussed.

EDLD 577 [277] Higher Education Policy (3)

This course examines contemporary higher education public policy issues and provides a general introduction to the policy-making process in the United States. This process will be examined from multiple perspectives, including those from within the university as well as those from without. At all levels, key participants will be identified and their behavior analyzed to understand the importance of structural incentives embedded in the process. To develop the skills necessary to do this sort of high-level policy analysis, students will learn how to research and write policy briefs and analyses based on real, contemporary problems in higher education.

EDLD 578 [278] Higher Education Administration (3)

An introduction to the management of public and private colleges and universities, this course will explore the nature of academic governance, patterns of decision-making among middle- and senior-level academic administrators, as well as the challenges involved in shared authority. Leadership philosophies of prominent educational leaders will be examined, as well as campus mission statements, administrator-board and public relations, local and state policy issues, and the role of administrators in creating a campus culture that nurtures diversity, equity, and access.

EDLD 580 [280] Consulting to Groups (3)

This course provides practical and experiential training in consulting to small groups. It is especially geared to building the capacity needed to mobilize groups and organizations undergoing rapid change or experiencing significant turmoil by enhancing students' ability to match content, technique, context, and delivery.

EDLD 582 [282] Survey Research Methods (3)

This course will instruct students on how to conduct and critically evaluate survey research. The course will explore various survey methods such as mail question-

naires, telephone interviews, and face-to-face interviews, and will develop key principles in developing surveys.

EDLD 583 [283] Special Topics I (1)

This series of seminars address the critical operational issues of school leadership, providing candidates with the opportunity to develop their understanding of such areas as school counseling, teacher evaluations, conflict management, school site-based budgeting, and personnel policies and procedures.

EDLD 584 [284] Special Topics II (1)

This series of seminars address the critical operational issues of school leadership, providing candidates with the opportunity to develop their understanding of such areas as school counseling, teacher evaluations, conflict management, school site-based budgeting, and personnel policies and procedures.

EDLD 585 [285] Leadership for Change (3)

This course provides participants with opportunities to examine theories of leadership and authority; to study and analyze the dynamic forces (both conscious and unconscious) that influence the life of groups and organizations; and to identify and evaluate their own assumptions and behaviors related to the exercise of leadership and authority.

EDLD 588 [288] Diversity and the Preparation of School Leaders (2)

This course examines the concept of diversity from multiple perspectives, investigating the impact of issues of power and privilege in relation to candidates' work as instructional leaders, and developing candidates' knowledge, skills, and self-reflective practice.

EDLD 590/593 [355/356] Leadership Internship (3/3)

Field placement for MA in Leadership Studies students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

EDLD 591/592 [360/361] Leadership Internship EdD (3/3)

Field placement for doctoral students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

EDLD 597P [350] Practicum in School Administration I (3)

This intensive field-based residency experience integrates the theory and knowledge of the program course work with the experiential learning through practice. The practicum supports the development of candidates' knowl-

edge, skills, and dispositions through practical experience with instructional leadership, operational management, and work with community stakeholders. Candidates meet routinely in triads with their Supervising Principal and University Supervisor to discuss the candidate's progress toward achieving leadership standards. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership.

EDLD 598P [351] Practicum in School Administration II (3)

This intensive field-based residency experience integrates the theory and knowledge of the program course work with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills, and dispositions through practical experience with instructional leadership, operational management, and work with community stakeholders. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership.

EDLD 599 Independent Study (1-3)

Independent study usually involving a research paper or project. Requires approval from Program Director.

EDLD 600 Leadership Theory and Practice (3)

This course serves three interrelated purposes: 1) to give students a fundamental and practical understanding of leadership theory as it is understood by many scholars and practitioners across disciplines; 2) to encourage students to develop their own conceptual frameworks for diagnosing and intervening in educational and organizational systems; and, 3) to provide students with opportunities to test and integrate their learning with experience in order to further their capacities for exercising both leadership and authority.

EDLD 601 Organizational Theory and Change (3)

A critical review of classical and contemporary organizational theories and an examination of several models of organizational change. Strategies for facilitating change are also examined. Prerequisite: EDLD 600.

EDLD 602 Leadership Inquiry and Research I (3)

This course focuses on the development of the knowledge, skills and dispositions needed to successfully complete doctoral research requirements. Students are introduced to the areas of inquiry, scholarly writing, and critical analysis. They apply their learning to the Leadership Studies literature through completion of required course projects.

EDLD 603 Ethics and Leadership (3)

The values dimension of leadership behavior. Within the context of the Judeo-Christian tradition, students discuss and develop ethical standards of behavior for leaders. Case studies give students the opportunity to clarify their own ethical standards. Prerequisite: EDLD 600.

EDLD 604 Policy-Making Processes (3)

This course provides students with a basic understanding of different models of making and implementing policies in complex organizations, public and private. Case studies are used to analyze various policy-making processes. Skills used by leaders and collaborators to make policies that change their organizations are discussed. Prerequisite: EDLD 600.

EDLD 605 Adult Development (3)

An examination of the conceptual frameworks that attempt to describe and explain adult development and their implications for leadership. Students refine their own evolving philosophy of leadership as they seek to understand the meaning of central concepts related to self and relationships.

EDLD 606 Leadership Inquiry and Research II (3)

Students focus on the expansion of the scholarly writing repertoire while beginning the exploration of literature in their specialization areas. Students begin to define future professional goals and a tentative research agenda. Course requirements include a substantial written paper and oral presentation demonstrating the ability to review and analyze the literature in a professional area of interest.

EDLD 607 Applied Statistics and Quantitative Research Methods (3)

Students examine a variety of quantitative research designs and select data collection and statistical analysis procedures appropriate to each design. Students interpret statistical computer output. Prerequisite: EDUC 200 or equivalent.

EDLD 608 Qualitative Research Methods (3)

The underlying philosophy of qualitative research, the type of research questions this method addresses, and an overview of the major qualitative methodologies. Assignments provide guided practice in data collection, analysis, and presentation of research, moving gradually toward more complex qualitative methodologies. Students acquire beginning skills in qualitative research and are able to critically evaluate qualitative studies in the literature.

EDLD 609 Evaluation: Theory and Practice (3)

Designed to develop an understanding of the evaluation process and skills needed by evaluators. Students review models of evaluation and examine strategies for conducting effective evaluations of organizations, programs, and personnel.

EDLD 610 Dissertation Seminar (3)

A course to assist doctoral students who are ready to write their dissertation proposals. Students must have a firm topic for their research since they will write drafts of the three sections of their proposals and finish the course with a proposal that is ready for review by their dissertation committees. Prerequisites: EDLD 607, 608, and 609.

EDLD 612 Advanced Qualitative Research Methods (3)

This course is divided into two main sections, one focusing on procedures associated with more or less traditional notions of qualitative research. Students will read and discuss texts and articles about qualitative methods and critique examples of both traditional and less conventional approaches to qualitative studies. In addition, a major assignment will be to design and execute a small qualitative study. Students will be expected to employ the data generated from their research to produce a number of different products.

EDLD 613 Advanced Quantitative Research Methods (3)

This course provides students with the analytical tools necessary to conduct doctoral-level quantitative research and requires them to complete and present an empirical project. Topics covered include multiple regression analysis, binary choice models, and time series analysis. Prerequisite: EDLD 607.

EDLD 695 [611] Dissertation (1-9)

Doctoral candidates must maintain continuous enrollment until the dissertation is completed. Only the grade of Pass is awarded for this course, which is individually guided by the Dissertation Chair and committee members.

TEACHER EDUCATION**EDUC 500 [200] Research Design and Methodology (3)**

An introduction to research methods with a focus on reflective, practitioner-directed inquiry. The course emphasis is on action research aimed at the improvement of professional practice in education, counseling, and leadership. A survey of quantitative reasoning in the social sciences is included to enable students to access and critically evaluate findings of traditional research.

EDUC 501 [201] Family, School, and Community Partnerships (3)

This course focuses on the structure, common elements, and impact of successful and effective family, school, and community partnerships. It is designed to encourage the development of teachers' and other educators' awareness of students' family and community histories, funds of knowledge and sociocultural capital, and it requires close

examination of attitudes, misconceptions, and expectations that impact relationship building with families and communities. This course exposes candidates to different types of home-school-community partnerships, current knowledge on community-based frameworks, and programs serving families who traditionally do not participate in schools. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building, communication, student achievement, and families' knowledge of the school/classroom curricula and educational system.

EDUC 505 [205] Discourse, Schooling, and Learning Communities (3)

This course is designed for both master's and doctoral students in literacy who already have some understanding of sociocultural theories of language and learning and who wish to construct a deeper understanding of the role that discursive interaction plays in teaching and learning (i.e. who wish to explore the dialogic and socially situated aspects of semiotic mediation). Course readings include studies informed by anthropology, linguistics, psychology, and sociology and are conducted from a social constructivist perspective that views learning as participation in social contexts. Three shared course texts have been selected to provide an introduction and overview of the theories and methods of discourse analysis. Additionally, students will have the opportunity to choose to participate in one of two inquiry groups.

EDUC 507 Action Research I (1)

This course focuses on the nature of action research and the identification of problems for inquiry in schools.

EDUC 508 Action Research II (1)

This course focuses on methods of data collection to help candidates initiate research projects in their classrooms.

EDUC 509 Action Research III (1)

This course treats data analysis and reporting. During the summer semester candidates present their completed action research projects as a culminating project.

EDUC 510 Cognition and Learning (3)

This advanced course in educational psychology focuses on recent advances in theories of learning and motivation and their practical implications for teaching. This course encompasses key cognitive and developmental studies on human cognition and learning. Students will critically discuss research and contemporary debates on cognitive processes, learning, memory, reasoning, problem-solving, developmental mechanism, cognitive styles, motivation, and the socio-cultural foundations of learning, as well as other essential topics in human cognition and learning

with an emphasis on the implications for educators and educational researchers.

EDUC 511 Educational Reform (3)

Explores school reform and restructuring from the perspective of the federal, state, district, school and classroom level. Students examine topics related to leadership, pedagogy, and social justice. The course includes a deep investigation into the historical and contemporary purpose(s) of education and the reasons behind the push for increased accountability and school change.

EDUC 512 [212] Measurement and Evaluation in Educational Settings (3)

This course combines current learning theories for diverse students (psychological and developmental) and student assessment measures that are both standardized and performance-based, formative and summative, cognitive and affective. Using assessment to drive instruction provides the diagnostic lens with which to understand student learning in order to effectively differentiate classroom instruction.

EDUC 513 Human Development (3)

This course aims to establish a deep understanding of the cognitive, physical, social, moral, and personality development, and their relationship to learning in an educational context. The emphasis is placed on a holistic understanding of human development, the roles of community, and the socio-cultural foundation of learning. Students will establish an in-depth understanding of human development from early childhood to adolescence, and consider its implications for educational practices.

EDUC 514 [214] Instructional Technology: Design and Evaluation (3)

An advanced graduate-level computer technology course requiring a working knowledge of computers in education. The emphasis is on design, delivery, and evaluation of software as an instructional enhancement for teaching and learning in a variety of instructional settings. Software, multimedia resources, and the Internet are explored to equip instructional leaders with the resources and evaluation techniques to enhance learning and teaching. This course meets the State requirements for the graduate-level Clear Teaching credential technology requirement.

EDUC 515 [215] Advanced Theories of Language and Literacy (3)

This course is designed as a core course in the Literacy specialization to historically situate our graduate candidates within the literacy research community and promote understanding of literacy theory and practice. The purpose of this course is to explore multiple perspectives on the nature of literacy learning, development and teaching, and

prepare teachers to become reflective and critical readers of educational research, policies, and literacy programs. It encourages candidates to critically analyze historical and current theoretical perspectives and research methodologies applied to literacy research including sociocultural perspectives on literacy learning and teaching. Further, it encourages candidates to examine the implications of literacy theories and research for classroom practice, curriculum development, and assessment.

EDUC 516 [216] Innovations in Reading and Writing (3)

What do "good" readers and writers do? How can we help students who struggle with academic, print literacy to acquire the same skills, strategies, and habits of mind as students who are successful? In this course candidates draw on social constructivist, sociocognitive, and transactional theories to develop answers to these questions. The course is intended for elementary and secondary teachers who want to explore specific teaching strategies designed to help students who struggle with print literacy, and is therefore practice-oriented. Course goals include designing innovative and strategic interventions for students struggling with development of print literacy.

EDUC 517 [217] Multiple Literacies (3)

This course is designed to prepare candidates with the deep theoretical knowledge necessary to understand the complex relationship between forms of literacy and students' school achievement. Most importantly, candidates have the opportunity to explore ways of applying this understanding to the design of supportive classroom learning contexts. Drawing on research from anthropological, sociological, psychological, and linguistic perspectives, candidates examine socially and historically situated definitions of literacy and of what it means to be literate. How have definitions of literacy changed over time? How is literate behavior identified differently in different social contexts? How might these shifting definitions of literacy and literate behavior contribute to school success and school failure? Additionally, candidates engage in several instructional activities designed to help us connect these readings to their own ways of using multiple forms of literacy. These activities may include: participating in a dance workshop, attending an art museum exhibit, attending a live music performance, and attending a poetry reading (spoken word performance or "slam").

EDUC 518 [218] Teaching Writing Across the Curriculum (3)

An explanation of how the writing process approach can be implemented in every classroom across the K-12 curriculum. Topics include: journals/learning logs, clustering and mapping, the reading/writing connection, assess-

ment of writing, and designing a writing curriculum. This course usually includes teacher presenters who will discuss and share practices for improving student writing.

EDUC 519 [219] Literature for Children and Adolescents (3)

This course introduces a variety of literature for children and young adults, and applies critical perspectives, such as critical literacy, social justice, and multiculturalism, to a study of that literature. The course also offers ideas for incorporating literature for children and adolescents in classroom pedagogy.

EDUC 520, 521, 522 Teacher Induction (9)

The Induction course of study extends for the two-year period of the IMPP during which time candidates participate in a series of opportunities to observe, collaborate, and reflect on and apply the California Standards for the Teaching progression, curriculum frameworks, content, and performance stands for the students in their classroom. The content is based on the California Formative Assessment and Support System for Teachers (CFASST). Induction classes are held monthly at various sites in San Diego Unified School District and are planned and presented by BTSA resource teachers.

EDUC 523 Advanced Educational Technology (1)

Participating teachers will build upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the learning and teaching process.

EDUC 524, 525 Advanced Literacy Instruction (3/3)

Students examine current issues, theory, and practices in elementary or secondary literacy including content-area literacy, teacher knowledge in English language arts, critical literacy, and children's literature. This course is designed to complement and extend district induction activities for new teachers in San Diego Unified School District.

EDUC 526 Advanced Methods of Teaching English Language and Academic Development (3)

This course examines the theoretical perspectives of second language acquisition with a focus on effective practices for literacy and academic language proficiency of English language learners. Participants explore different theories of second language acquisition and strategies for the development of language and academic development in English.

EDUC 528 Advanced Seminar in Teaching Mathematics to Elementary Students (2)

This course focuses on extending teachers' understanding of current reforms in mathematics education, expands teachers' abilities to use effective and appropriate teaching strategies that promote equity and accessibility for all students, and enriches teachers' abilities to teach for true mathematical understanding. Enfolded into this course is the investigation of rich mathematical tasks and the forming of productive mathematical learning communities.

EDUC 529 Language, Literacy, and Culture (3)

This course highlights the perspective of teachers as border crossers and "cultural workers" (Freire, 1998). It provides a foundation in the intersection between language, literacy, and culture and its impact on educational practices by exposing candidates to relevant theory and research, and an in-depth experiential learning component in an international context (e.g., Mexico, Brazil, Spain, etc.). It encourages teachers to reflect upon and develop their own insights about the interactions between culture, language, literacy, and schooling, and how they promote or interrupt processes that lead to educational equity and teaching for social justice. Candidates are expected to reflect on their own cultural understandings, expectations, and social positionings. This course also focuses on culturally sensitive curriculum and instruction, and ways in which teachers can bridge students' and families' cultural practices and funds of knowledge into the curriculum, as well as develop positive, two-way relationships with families.

EDUC 530 Critical Literacy, Popular Culture, and Media Studies (3)

This course examines literacy through several critical lenses, including school-based perspectives. The course explores, for example, how issues of power, access, and success/failure relate to social and culturally based literacy practices. It will also consider pedagogical implications, such as the ways in which teachers can support students in learning how to be critical consumers of popular culture and the media.

EDUC 531 Issues in Adult Development in ESL (3)

This course examines the theories of adult development as it relates to learn new languages and cultures. Candidates understand the psychology of adults learning in communities different from their own. Candidates will identify the educational challenges this population faces and their implications for personnel working with these learners.

EDUC 532P [232] Curriculum and Methods of Teaching in Secondary Schools (3)

This curriculum methods course emphasizes teaching techniques, writing of instructional objectives, lesson planning, assessment, and classroom management. A 50-hour practicum is required.

EDUC 534P [234] Methods of Teaching Reading in Secondary Schools (3)

This course explores theories and practices in the learning and teaching of literacy, with a focus on supporting reading across secondary subject areas. Discussions include sociocultural theories of reading, adolescent literacy, design of literacy learning activities and assessments, and use of literature across disciplines. Course requirements include a 50-hour practicum at an appropriate site, which offers the opportunity to teach and to work closely with students on literacy skills and concepts. Prerequisites: Prior or concurrent enrollment in EDUC 530 and 531, and formal admission to credential program or consent of Program Director. Course meets CCTC reading requirement for single-subject teaching credentials.

EDUC 535 [235] Curriculum Design and Evaluation (3)

Beginning with an overview of why teaching for and assessing understanding can be both challenging and critically important, this course will offer experience in designing and evaluating a curriculum unit based on the design elements of the backward design framework.

EDUC 536 [236] Curricular Innovations (3)

A course focusing on teacher initiated curricular changes with emphasis on independent student techniques, the nature of creativity, and methods of program design.

EDUC 538 [238] Instructional Theories and Practices (3)

A study of contemporary theory with particular emphasis on the structure of knowledge, critical thinking, instructional models with various disciplines, and research related to various instructional strategies.

EDUC 540 Introduction to Language and Linguistic Analysis (3)

Candidates will gain an awareness of the structure and nature of language and the process of linguistic analysis. Candidates will also become acquainted with phonological, morphological, syntactic, and sociolinguistic concepts affecting pedagogical methods and language learning as it applies in and out of the classroom settings in college/university, adult education, and language learning programs abroad.

EDUC 541 Second Language Acquisition and Development (3)

Candidates will learn theories, research, and apply concepts on language learning and practice to facilitate the development of a second language in a variety of educational settings. Individual, socio-cultural, political, and pedagogical factors affecting the acquisition of language will be examined. Fifteen hours of field experience required.

EDUC 542 [242] Psychological Foundations and Teaching Models in Bilingual Classrooms (3)

The course examines the theory and practice of socio-cultural and psychological aspects of education for children from Spanish-speaking backgrounds. Among the topics covered are history, politics, legal issues, bilingual program models, Latinos in the United States, parent involvement, and the development of biliteracy. Includes eight hours of field experience in bilingual classrooms. Taught entirely in Spanish, this course is required for the BCLAD authorization.

EDUC 543 Methods for Teaching Literacy in ESL (6)

This course is designed to provide candidates with the theory and practice of pedagogy in ESL, including assessment, curricular approaches, strategies, and activities in different educational contexts. Candidates will have opportunities to develop effective lesson plans to address the needs of students at different language proficiency levels for listening, speaking, reading, and writing (including grammar) of adult ESL learners. Field Experience: 40 hours (of community service learning) tutoring one-on-one, teaching small groups, and teaching whole group in English as a second language literacy programs.

EDUC 544 Technology in TESOL (3)

This course is designed to expose candidates to pedagogical approaches to language learning and teaching using technology. Students will understand how to use different tools to enhance learning environments where students and teachers explore, create, and communicate using technology to develop language proficiency in oral, reading, and writing in ESL.

EDUC 545 Language Politics, Policies, and Education (3)

This course is designed to help students analyze the complexity of language politics and policies from global, national, and local perspectives as they relate to K-16 education. Educators must understand the links between language, power, and social justice. In this course, students will examine and begin to consider the roles of schools and responsibilities of educators to create language education approaches and policies that are democratic in nature, specifically with respect to English learners in the United States.

EDUC 546 Teaching English as a Foreign Language (3)

This course examines pedagogical, organizational, and socio-cultural issues that teachers may encounter when teaching in countries other than the United States. Candidates will identify alternative pedagogical and attitudinal strategies to effectively function in educational settings that vary in terms of organizational structures, type of programs, curriculum content, materials and resources available, space limitations, size of classes, type of students, and educational needs of their pupils.

EDUC 547 Development and Evaluation of TESOL Programs (3)

Candidates will learn theories, research, and apply concepts for assessing the different components of programs for ESL learners in a variety of educational settings. Candidates will acquire the knowledge, skills, and dispositions for developing effective ESL curriculum and programs in college and adult education in North America and language learning programs abroad. The course also reviews the theory and application of assessment of ESL students for placement and instructional purposes.

EDUC 548 Special Topics in ESL (3)

This course addresses a variety of topics that are relevant to teaching English as a second or foreign language. The goal is to increase the candidates' knowledge, skills, and dispositions in an area that is currently regarded as important to prepare effective educators/leaders in the field.

EDUC 551 [251] Historical and Contemporary Perspectives in Character Education (2)

Taught in the fall semester. Historical/philosophical perspectives of schooling in the United States and internationally will be examined. The focus of the course will be on the historical development of moral and character education in the United States. Another feature of the course will be the examination of contemporary issues regarding the character development of children and youth and the education methods designed to foster that development.

EDUC 552 [252] Organization and Administration of Character Education (2)

One major factor in the effectiveness of character education in schools is how well they are planned, organized, implemented, and lead. Thus, the purpose of this course is to enable those who want to take a leadership role in character education to study factors that contribute to effective and noteworthy character education programs.

EDUC 553 [253] Curriculum and Programs in Character Education (2)

The purpose of this course is to enable candidates to examine and critique existing character education curricula, programs, and best practices and to share this knowledge with colleagues and others in the school and community.

EDUC 554 [254] Research and Evaluation in Character Education (2)

This course will examine formative and summative assessments, and evaluation of programs and assessment standards. In this course, candidates will develop skills to determine how well character education programs are meeting the goals and expectations of those that design and implement them. Candidates will gather and analyze data through a character education audit, and practice ways of reporting to stakeholders.

EDUC 555 [255] Leadership in Character Education (2) (Summer Session)

The main purpose of this course (academy) is two-fold: to offer candidates the opportunity to interact with leaders in character education; and to examine the leadership roles of teachers, administrators, counselors, and others in implementing, maintaining, and evaluating character education at the school-site and in school districts.

EDUC 556 Learning and Teaching Strategies in Character Education (2)

This course examines several instructional strategies that have been found effective for teaching for character development. Among the strategies to be studied are those that relate to classroom climate and management, value of rules and procedures, the importance of language, cooperative learning, teaching for thinking, conflict resolution, reading for character, parental involvement, and community service learning.

EDUC 560 [290] Technology for School Leaders (1)

This course develops candidates' technology skills and knowledge relevant to school leadership. Candidates will learn to communicate effectively using technology and to use technology to support their professional practice as leaders of teaching and learning.

EDUC 561 [293] Structured Mentoring I (1)

This course supports the work of the candidate in partnership with a mentor principal who provides coaching and support. In this structured weekly work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, identify target areas at their site needing growth and support, discuss operational issues, and use hard and soft data to develop strategic plans for improving student achievement.

EDUC 562 Structured Mentoring II (1)

This course supports the work of the candidate in partnership with a mentor principal who provides coaching and support. In this structured weekly work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, expand target areas at their site needing growth and support, discuss operational issues, and use more intensely hard and soft data to develop strategic plans for improving student achievement. Prerequisite: EDUC 561.

EDUC 563 Structured Mentoring III (1)

This course supports the work of the candidate in partnership with a mentor principal who provides coaching and support. In this structured weekly work with their mentor, candidates examine and develop their leadership style, reflect on their individual practice, expand target areas at their site needing growth and support, discuss operational issues, and use more intensely hard and soft data to develop strategic plans for improving student achievement. Prerequisites: EDUC 561 and EDUC 562.

EDUC 564 Cross-Cultural Communication (3)

In an increasingly interconnected global society, learning to think differently about ourselves in a border context, making crossings and connections, reflecting on our own position and power, and articulating a vision of social justice have become necessary civic skills. This course is intended to provide students with the skills to become educational border crossers who move beyond stereotyping and the tourist's gaze to deeply engage with culturally diverse populations.

EDUC 565 Mentor and Support/Adult Learning I (2)

This course focuses on providing consistent and strong support for school site leaders leading schools in improving teaching and learning for all students. The course is structured around the development and implementation of an induction plan that frames the competencies, skills, and knowledge essential to school leaders. Rooted in adult learning theory, the course links theory, research, and practice in supporting teachers for instructional improvement.

EDUC 566 [315] Mentor and Support/Adult Learning II (2)

This course focuses on providing consistent and strong support for school site leaders leading schools in improving teaching and learning for all students. The course is structured around the development and implementation of an induction plan that frames the competencies, skills, and knowledge essential to school leaders. Rooted in adult learning theory, the course links theory, research, and practice in supporting teachers for instructional improvement. Prerequisite: EDUC 565.

EDUC 570 Contemporary Issues, Trends, and Research in Mathematics, Science, and Technology Education (3)

Emerging issues, trends, and research in the teaching of mathematics, science, and technology will be discussed and analyzed. Students will be required to form implications for practice as they synthesize information from the course.

EDUC 571 Curriculum Design and Evaluation in Math/Science/Technology (3)

Beginning with an overview of why teaching for and assessing understanding can be both challenging and critically important in math, science, and technology education, this course will offer experience in designing and evaluating a curriculum unit based on the design elements of the backward design framework.

EDUC 572 The Psychology of Mathematical Thinking (3)

Students will learn diverse psychological theories and research on mathematical thinking and discuss the educational implications from multiple perspectives.

EDUC 573 Advanced Seminar in Mathematical Content (3)

The extent of teachers' knowledge of mathematical content is a prominent issue in educational reform. In this course students will establish a firm understanding of advanced mathematical concepts that will ground teaching in a solid base of subject matter knowledge.

EDUC 574 Pedagogical Processes for Science Educators (3)

Students explore best practices in classroom for science concept development, standards achievement, lab and field safety, assessment techniques, and innovative pedagogies. Teaching and learning strategies are evaluated along with the selection, production, and use of instructional materials.

EDUC 575P [275] Elementary Curriculum and Methods for Special Educators (3)

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts, and physical education. In each major subject area candidates learn to use appropriate research-based instructional strategies and materials to plan and implement instruction that fosters student achievement of state-adopted academic content standards, and to interrelate ideas and information within and across the major subject areas. Emphasis is placed on insuring that all students meet the California state content area standards and federal No Child Left Behind mandates. Field

Experience: 30 hours structured practicum required in an elementary setting. Single subject candidates may substitute the appropriate course substitution for EDUC 375/575 if it meets required competencies covered in this course. A course substitution form must be on file for a substitution.

EDUC 576 Advanced Seminar in Science Content (3)

In this course students will establish a firm understanding of advanced scientific concepts in Biology, Chemistry, and Physical Science that will ground teaching in a solid base of subject matter knowledge.

EDUC 577 Mastering New Technologies (3)

A laboratory-based experience that will increase students' ability to make decisions in adopting technologies, trouble-shooting, maintaining, and sustaining technology in the classroom. Students analyze and assess software, develop user surveys for design of long-term strategic technology plans and learn basic repair and technical assistance techniques.

EDUC 579 Advanced Pedagogy for Secondary Teachers (3)

This course is a study of secondary instructional practices with particular emphasis on strategies specific to the content area of each teacher. From a review of practices, we will construct a framework for decision-making about instruction for individual differences and diversity. Practical suggestions for modifying and adapting curriculum, instruction, and evaluation will be investigated.

**EDUC 579F TESOL Capstone Seminar (3)
Culminating Field Experience: 50 hours**

In this field experience students have an opportunity to demonstrate the knowledge, skills, and dispositions they have acquired in the program by planning and implementing instruction in an educational setting that fits their professional interest. Students plan and implement lesson plans that incorporate the theory and methodology for ESL. In addition, students attend a seminar that is designed to support their field experience in a context of community of learners.

EDUC 580 Master's Capstone Seminar (3)

Candidates will design and implement an original research project and present findings in both a written format and an oral presentation.

EDUC 581C [281] Multicultural and Philosophical Foundations of Education (3)

Philosophical, sociological, and historical foundations of multicultural education will be examined. Community service learning is required.

EDUC 582 [282] Psychological Foundations of Education in a Diverse Society (3)

This course focuses on the psychological and social development of children and adolescents. There is a practical focus on applying principles of development, learning theory, and motivation to K-12 teaching. Eight hours of classroom observation are required.

EDUC 583P [283] Methods of Teaching Reading and Language Arts in the Elementary School (3)

This course is designed to support candidates in developing an orientation to language arts instruction in elementary education settings that is informed by current theory and research and is consistent with the California Reading/Language Arts framework. Through course readings, class lectures, analyses of cases, discussions, a 50-hour, field-based practicum, and the construction of their own case study of a developing reader, candidates develop understanding of a repertoire of approaches which constitute a balanced approach to language arts instruction. Specifically, the course is designed to support candidates in understanding four broad domains of literacy instruction: (1) the phonological, sociolinguistic, and socially mediated aspects of literacy development, (2) planning, organizing, and implementing literacy instruction that is informed by ongoing assessment and meets the needs of diverse learners, (3) supporting learners acquisition of comprehension strategies and skills, and (4) supporting learners' development of oral and written language skills.

EDUC 584C [284] Methods of Teaching English Language and Academic Development (3)

Explores different theories of second language acquisition and strategies for the development of language and academic development in English. Includes the development of socio-cultural skills to work with linguistically diverse learners and their families, literacy assessment for English language learners, and strategies for literacy development in a second language and for specially designed academic instruction in English, including the adaptation of curriculum and instruction. Service learning is required.

EDUC 585P [285] Elementary Curriculum and Methods (6)

An interdisciplinary examination of effective teaching strategies for and research related to teaching mathematics, science, social sciences, and visual and performing arts. Students will review appropriate curriculum materials including the California Frameworks. A 50-hour practicum is required.

EDUC 590 [331] Student Teaching: Multiple Subject Credential (12)

Supervised teaching in selected classrooms of participating school districts. Assignments are full-day for one university semester. Candidates are required to attend and participate in a two-hour student teaching seminar that meets approximately seven times. Prerequisite: Successful completion of all professional credential course work. For other requirements please consult the Director of Field Experience. Fee: \$200.

EDUC 591 [332G] Student Teaching: Single Subject Credential (12)

Supervised teaching in selected classrooms of participating school districts. Assignments are full-day for one school district semester. Candidates are required to attend and participate in a two-hour student teaching seminar that meets approximately seven times. Prerequisite: Successful completion of all professional credential course work. For other requirements please consult the Director of Field Experience. Fee: \$200.

EDUC 592 [333] Assessment of Instructional Competencies (8)

Designed for the full-time non-credentialed teacher. Individual arrangements are made with the Program Director. Prerequisites: Admission to the program and completion of all professional preparation courses except student teaching.

EDUC 593 [343] Assessment of Bilingual Cross-Cultural Competencies (8)

An inservice assessment of the bilingual/cross-cultural competencies usually acquired and/or demonstrated in course work and student teaching in the bilingual/cross-cultural credential program; deficiencies are identified and remediation prescribed. Prerequisite: Permission of the Program Advisor and the Program Director.

EDUC 595 [206] Thesis Supervision (1-6)

Students should refer to page 40 and meet with their advisor to discuss the details of this requirement.

EDUC 598P [398] Practicum in Character Education (1-2)

Practicum opportunities for candidates to work in schools and/or communities taking leadership roles in character education. Possibilities include teaching units, leading staff development, implementing school-wide plans, or participating in community projects.

EDUC 599 Independent Study (1-3)

Independent study usually involving a research paper or project. Requires approval from Program Director.

SPECIAL EDUCATION**EDSP 570 [270] Assessment in Special Education (3)**

General survey of standardized and informal assessment related to identification, placement, planning, and performance monitoring regarding individuals with special needs. Criteria for becoming competent assessors of at-risk students and consumers of test results in terms of IFSP, IEP, and ITP decision-making teams. Case studies and review of standardization in regard to public law, nondiscriminatory practices, and district multidisciplinary teams provide a framework for making valid assessment decisions. Attention is given to techniques required to ensure nonbiased assessment. Students will administer formal assessment tests, construct, administer, and evaluate informal assessments.

EDSP 571 [271] Management of Behavior and Instruction in Special Education (3)

Helping teachers and students learn to identify, manage, and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal, and ethical variables relevant to orchestrating learning across preschool to high school settings where individuals with mild, moderate, and severe handicaps are receiving instructional services. Collaborative project focuses on functional analysis and positive behavior intervention planning.

EDSP 572 [272] Typical and Atypical Language Development (3)

This is a survey course that explores normal and abnormal development of communication skills (hearing, speech, and language) from birth to adulthood. The normal stages of language development from birth through adulthood are presented to serve as a framework for discussing language and communication delays, disorders, differences, and loss. English as a second language, language handicapped, special education categories, and development lags are highlighted in the course. Focus on augmented language devices and technology resources as part of the course assignments.

EDSP 573 [273] Family Systems and Community/Cultural Resources in Special Education (3)

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities, and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a very strong emphasis on the development of cultural competence as candidates

learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs.

EDSP 574 [274] Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3)

Identification and distinction of characteristics that qualify an individual for mild and moderate special education services according to federal and state law. Implications for birth through adulthood instructional, social, and behavior enhancement of abilities of individuals explored from research and practical implication perspectives. An action research component focuses on the role technology can play in facilitating inclusive participation in the home, school, and community.

EDSP 575 [275] Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3)

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state content area standards. Theory, practice, and research are integrated into activities designed to provide education specialists with a multiplicity of approaches for working with students, paraeducators, general educators, and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 576 [276] Typical, Atypical, and Medical Development (3)

This course provides an overview of typical and atypical human growth and development. The content includes discussion of potential "at-risk" factors that result from prenatal and perinatal medical and health problems. The examination of children's development will consider relevant cultural perspectives. Students will develop the skills necessary to support individuals with physical and medical needs such as specialized feeding, suctioning, catheterization, positioning, and handling.

EDSP 577 [277] Early Intervention Curriculum and Methods (3)

This course develops the skills necessary to provide quality intervention for young children with special developmental needs from birth to five years of age. Includes a review of philosophies of early intervention, curricula resources, and intervention models and strategies. Assignments promote opportunities to simulate a variety

of intervention techniques, and to think critically about how relationships, environments, and materials affect a child's experience of intervention. Class discussions and assignments expand on information provided in assigned readings and acquired through field experience. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 578 [278] Curriculum and Instruction Moderate/Severe (3)

This course looks at curriculum, behavior, communication skills, and the needs of individuals with moderate to severe disabilities. It focuses on implications and methods of assessment and curriculum development for individuals who are moderately, severely, or profoundly mentally retarded or have multiple disabilities. Included is information on curriculum adaptation, self-advocacy, and residential services. This course discusses positive behavior intervention planning and communication skill strategies, which allow individuals with moderate to severe disabilities to participate in inclusive education settings. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

EDSP 579 [279] Cultural, Legal, and Ethical Aspects of Special Education (2)

This course will explore policy and procedures pertinent to the special education system within the cultural diversity of California. It will examine such system elements as assessment, case management, finance, individualized program planning, regulations, and professional ethics. Under consideration will be other relevant compliance requirements as contained in federal and state regulations.

EDSP 589 [289] Healthy Environments and Inclusive Education (3)

This course is focused on two critical areas relative to teaching school-age populations in contemporary schools. Emphasis is placed on creating supportive, healthy environments for student learning and teaching special populations in general education. Personal, family, school, community, and environmental factors related to students' academic, physical, emotional, and social well being are addressed as well as the effects of student health and safety on learning. There is a focus on family involvement and community-based resources. Characteristics and service delivery alternatives for individuals with disabilities from birth through adulthood are also a focus of this course. Policy, legislation, and litigation pertaining to disabled children and youth are emphasized. There is a primary focus on how educational, behavioral, social ecological, transitional, and vocational needs of exceptional students

can be met in general education settings. Strategies for adapting instruction for individuals with disabilities are stressed. Site visits to five schools are required. Course requires site visitations to five different types of settings serving individuals with special needs.

EDSP 590P [390A] Practicum Mild/Moderate (total 6)*

Supervised field-based teaching in settings serving individuals with mild to moderate disabilities. Candidate demonstrates level of understanding related to knowledge, skills and dispositions required of an Education Specialist. A candidate must clearly demonstrate application of teaching, assessment, collaboration, and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning, and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course. Prerequisite: Candidates must file the formal *Petition to Enroll in Special Education* form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the *Graduate Candidate Manual* and the filing date will be announced to all candidates via their official USD e-mail address. Contact your Special Education Program Advisor and/or the Field Placement Coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: \$200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 591P [390B] Practicum Early Childhood (total 6)*

Candidate participates in a supervised Early Start and district special education preschool program. Increasing responsibility as an early interventionist or teacher is expected. Experiences include supervised field experience in both home-based and center/classroom-based settings. Any candidate who cannot document substantial experience in a typical early intervention program will also need to participate in at least one program that is considered to be a natural environment. A candidate must clearly demonstrate application of teaching, assessment, collabora-

tion, and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, intervention, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning, and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course. Prerequisite: Candidates must file the formal *Petition to Enroll in Special Education* form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the *Graduate Candidate Manual* and the filing date will be announced to all candidates via their official USD e-mail address. Contact your Special Education Program Advisor and/or the Field Placement Coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: \$200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 592P [390C] Practicum Moderate/Severe (total 6)*

Supervised field-based teaching in settings serving individuals with moderate to severe disabilities. Candidate demonstrates level of understanding related to knowledge, skills, and dispositions required of an Education Specialist. A candidate must clearly demonstrate application of teaching, assessment, collaboration, and planning skills aligned with the Council for Exceptional Children Standards for Beginning Teachers. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning, and intervention. This is a full-day semester-long commitment. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Individual Induction Plan each and every semester they are enrolled in a Special Education practicum course. Prerequisite: Candidates must file the formal *Petition to Enroll in Special Education* form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the fall or spring semester prior to the practicum. Policies and procedures are outlined in the *Graduate Candidate Manual* and the filing date will be

announced to all candidates via their official USD e-mail address. Contact your Special Education Program Advisor and/or the Field Placement Coordinator during the first month of the fall or spring term in which you are requesting practicum approval for details. Fieldwork Fee: \$200.

*Traditional candidates enroll in a 6-unit practicum for their primary credential. Candidates completing a second education specialist credential enroll in a 3-unit practicum. Interns must enroll in at least 1 unit of practicum every semester under approved USD/District Intern contract and must complete a minimum of 6 units.

EDSP 593F [282B] Field-Based Induction Plan (1)

This course is required of all Level II Professional Education Specialist candidates. Within 120 days of signing a district contract under a Level I Education Specialist credential a candidate must enroll in a university program of study and develop his or her Professional Individual Induction Plan. This course provides the vehicle for development and monitoring of the IIP and serves to focus a candidate's program of study through the completion of the Level II Education Specialist credential.

EDSP 594 [281A] Advanced Behavior Analysis and Positive Behavior Supports (3)

This advanced seminar for Advanced Level II Professional Education Specialist focuses on theoretical approaches to effective intervention with children and youth who exhibit significant emotional and behavioral control needs. Topics include applied behavior analysis, techniques to facilitate positive behavioral support, medical interventions, behavior crisis management, behavior measurement, data-based decision-making, instructional modifications, and collaboration with families and mental health professionals.

EDSP 594F [281B] Field-Based Advanced Behavior Analysis and Positive Behavior Supports (1)

This is an action research field-based course. Level II Professional Education Specialist candidates work with a Special Education faculty member to develop a comprehensive behavior support plan that is based on research-based procedures and strategies. The skills developed and demonstrated in the project are based on functional assessment of an individual with challenging behaviors including the following components: S-R-C data, expanded S-R-C, quality of life analysis, functional analysis, (including communicative functions), hypothesis development, hypothesis testing data, identification of alternative behaviors, behavioral instruction plan, and implementation data.

EDSP 595 [284A] Leadership and Management Skills (3)

This advanced seminar for Advanced Level II Professional Education Specialist in the area of Early Childhood Disabilities assists candidates in developing program philosophies and plans that reflect a family-centered approach to early intervention services, developmentally appropriate practices, transdisciplinary team-building, and community collaboration. Focus will be on supervision of paraprofessionals, funding resources, laws and regulations for implementing programs, program monitoring, and evaluation. Candidates will be expected to be involved in supervising, evaluating, and providing staff training, to work effectively with paraprofessionals, and collaborate with the community.

EDSP 595F [284B] Field-Based Leadership and Management Skills (1)

This is an action research field-based experience course. Advanced Level II Professional Education Specialist in the area of Early Childhood Disabilities work with a Special Education faculty member to conduct assessment and prepare an action plan related to supervision of paraprofessionals, funding resources, laws and regulations for implementing programs, program monitoring, and evaluation.

EDSP 596 [280A] Assessment for Curriculum Decisions (3)

This advanced seminar for Advanced Level II Professional Education Specialist focus on investigating research evidence strategies that enhance the performance outcomes of students with mild to moderate disabilities. Discussion, readings, and research are designed to expand the knowledge and skill base of advanced level candidates related to assessment and curriculum planning. The diversity of cultural, linguistic, and intrapersonal variance amongst students with special needs investigated helps candidates in their own teaching and support of other special and general educators. Consideration will be given to complex cases from mild/moderate classrooms that require unique approaches to assessment and curricular modification. Assignments and course content will facilitate each candidate's effort to meet the goals set forth in his or her Professional Individual Induction Plan.

EDSP 596F [280B] Field-Based Assessment for Curriculum Decisions (1)

This is an action research field-based course. Level II Professional Education Specialist candidates work with a Special Education faculty member to develop a comprehensive model for assessment for curriculum decisions related to the California Content Standards. Research evidenced focuses on Content Enhancement and Effective Instruction best practices. The culminating project integrates the research concepts into a comprehensive course,

unit, and lesson project that uses formative assessment from P-12 setting to design and implement an instruction model that meets the mandates of the No Child Left Behind legislation.

EDSP 597F [283] Field-Based Research in Special Education (1)

This seminar and its accompanying field component involves the study of the major types of educationally related research from the perspective of a consumer of research for application to one's professional setting. This seminar involves an interactive approach to reading, analyzing and planning research design applicable to special areas of interest to the student. Topics include a survey of current and emerging theories research related to education of children/youth with disabilities, methods of data collection, treatment, critical analysis of reported research, guidelines for preparation of research projects, ethical issues, and protection of human subjects criteria.

EDSP 598 [282A] Education Specialist Roles and Responsibilities (3)

This advanced seminar for Advanced Level II Professional Education Specialist focus on the roles and responsibilities of the Education Specialist as a consultant, coordinator, team builder, manager, inservice provider, and parent educator. Focus will be on the development of effective communication skills and techniques for collaborative decision-making, conflict resolution, and problem-solving. Candidates investigate staff development in terms of assessment, design, and delivery of information to adult learners.

EDSP 599 Independent Study (1-3)

Independent study usually involving a research paper or project. Requires approval from Program Director.

MARITAL AND FAMILY THERAPY

MFTS 500 [200] Research in Family Therapy (3)

The course teaches students to be effective consumers of research so that they can use the research literature to enhance their clinical knowledge. The course introduces students to research concepts, quantitative and qualitative research designs, statistics, and other issues common to family therapy research. Findings from the family therapy research literature are examined.

MFTS 523 [223] Family Therapy Theories I (3)

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family Theories I covers Structural Family Therapy, Strategic Family Therapy, Solution-Focused Therapy, Narrative Therapy, Internal Family Systems Therapy, and integrative models.

MFTS 524 [224] Family Therapy Theories II (3)

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family Theories II covers Cognitive-Behavioral Family Therapy, Bowen Family Systems Therapy, Contextual Family Therapy, and a variety of experiential family therapies, including Symbolic-Experiential Therapy, Emotionally-focused Therapy, and the work of Virginia Satir.

MFTS 528 [228] Psychopathology (3)

An examination of the developmental factors that lead to the emergence and maintenance of various psychological and interpersonal disorders. Emphasis is on developing skills in recognizing inappropriate and maladaptive behaviors and in selecting appropriate techniques for counseling and referral. The course focuses on integrating psychopathology and family diagnosis.

MFTS 529 [229] Ethical and Legal Issues in Family Therapy (2)

An examination of the most important areas of legal and ethical concern to marriage and family therapists and other mental health practitioners in California. Among the topics covered are: confidentiality; psychotherapist-patient privilege; child, elder, and dependent adult abuse; reporting laws; treating dangerous patients; treating minors with and without parental consent; dual relationship issues; selected areas of family law, licensing law and regulations; scope of practice issues; and ethical standards of the MFT profession.

MFTS 532 [231C] Diversity and Family Therapy (1)

Issues related to various ethnic and cultural backgrounds are examined, including the influence of minority characteristics, racism, and discrimination in the therapeutic process. Emphasis is placed on the interplay between social issues and the therapeutic process.

MFTS 533 [233] Family Studies (3)

This course uses a systemic framework to examine various topics central to families and their development across the lifespan. The course examines a wide range of topics important to understanding family functioning such as: the family life cycle, family stress theory, family violence, mate selection, divorce, diversity in family types, cross-cultural comparisons of families, religion and families, children and families, and socioeconomic factors. The course emphasizes the clinical application of the concepts.

MFTS 541 [241] Assessment and Treatment of Child/Family Problems (3)

The study of the major methods used to assess and treat child and adolescent problems from an integrated systemic-developmental perspective. The treatment of both normative and non-normative developmental problems in children and adolescents is emphasized.

MFTS 542 [242] Psychological Testing and Evaluation (2)

The course introduces students to psychological tests that are commonly used to evaluate individual functioning in a number of domains such as cognitive, social, academic, and occupational functioning. Students also learn when to make a referral for psychological testing and how to interpret the results from a psychological evaluation. Prerequisite: MFTS 500 or its equivalent.

MFTS 543 [243] Developmental Psychopathology (3)

This course presents key concepts and theories in child and adolescent development. The course addresses both normative development and developmental psychopathology. Developmental concepts are discussed in relationship to the family context, and how these concepts can inform clinical work with children and families. Prerequisite: An undergraduate course in human development.

MFTS 544 [244] Psychopharmacology (2)

An introduction to medication and its use in treating mental disorders. Students learn how medications function in managing mental disorders and the positive and negative effects of these medications on human functioning. A psychoeducational perspective is used to integrate the family systems perspective with biological considerations. Prerequisite: MFTS 528 or its equivalent.

MFTS 545 Families, Systems, and Health (1)

An introduction to the practice of family therapy within a medical setting. Physician-therapist relationship issues are addressed. Other topics covered include wellness and chronic illness, patient compliance, and family beliefs about illness.

MFTS 546 Couples and Sex Therapy (3)

The study of the major methods used to assess and treat couple problems, with an emphasis on sexual issues and the treatment of sexual disorders. Both behavioral and non-behavioral methods and strategies are presented. Prerequisite: MFTS 524 or its equivalent.

MFTS 570 [270] Treatment of Drug and Alcohol Problems (2)

A critical evaluation of the complex and sometimes contradictory information available in drug and alcohol abuse treatment. A biopsychosocial model of organization is presented along with both individual and family assessment, diagnosis, and treatment techniques.

MFTS 595P [300] Practicum in MFT 1 (5)

In the didactic portion of the course, issues relevant to the beginning clinician are addressed including refinement of interviewing skills and the application of treatments to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

MFTS 596P [301] Practicum in MFT 2 (1)

Issues relevant to the treatment process are covered including client-therapist match, resistance and change, assessment, treatment planning, and the self of the therapist. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

MFTS 597P [302] Practicum in MFT 3 (5)

Issues relevant to the involvement of schools, protective services, and other groups and agencies during the treatment process are covered. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

In addition to the 49 units of courses, six 1-unit extension seminars in Continuing Education are required for the MFT program. These courses are offered during Intersession in January.

EDUC X-572 Gender Issues in Family Therapy (1 EU)

Gender issues and their impact on societal norms and values, the development of problems, and the process of therapeutic intervention are examined. (Offered in January through Continuing Education.)

EDUC X-573 Group Therapy in Family Therapy (1 EU)

The ability to work with groups is increasingly becoming an essential skill for family therapists. This course will provide a survey of types of groups in clinical practice. Students will be exposed to a variety of group experiences to enrich their understanding of group structures and dynamics. (Offered in January through Continuing Education.)

EDUC X-574 Domestic Violence and Child Abuse Seminar (1 EU)

This intensive seminar teaches students about various aspects of family violence, with particular emphasis on domestic violence and child abuse. Assessment and treatment modalities for both short- and long-term consequences of abuse are surveyed. A minimum of seven contact hours are devoted to child abuse, and fulfills the BBS requirement for child abuse for marriage and family therapists seeking licensure in California. The course discusses the physical and behavioral indicators of child abuse in its various forms. Legal and ethical standards for reporting child abuse are reviewed. (Offered in January through Continuing Education.)

EDUC X-575 Special Topics in Family Therapy (1 EU)

The content of this seminar will rotate from year to year depending on student interest and the availability of respected presenters in the greater San Diego area. (Offered in January through Continuing Education.)

EDUC X-576 Self of the Therapist Seminar (1 EU)

This "experiential learning" seminar focuses on the student's own family experiences and the impact of these experiences on the student's work as a clinician. (Offered in January through Continuing Education.)

EDUC X-577 Professional Issues in Family Therapy (1 EU)

This seminar addresses contemporary issues that affect the profession of marriage and family therapy as well as issues that affect the professional lives of family therapy clinicians. Topics such as making and responding to referrals, interacting with other mental health professions, working in a managed care environment, resumé writing, and job hunting skills are addressed. (Offered in January through Continuing Education.)

EDUC X-578 Spiritual Issues in Family Therapy (1 EU)

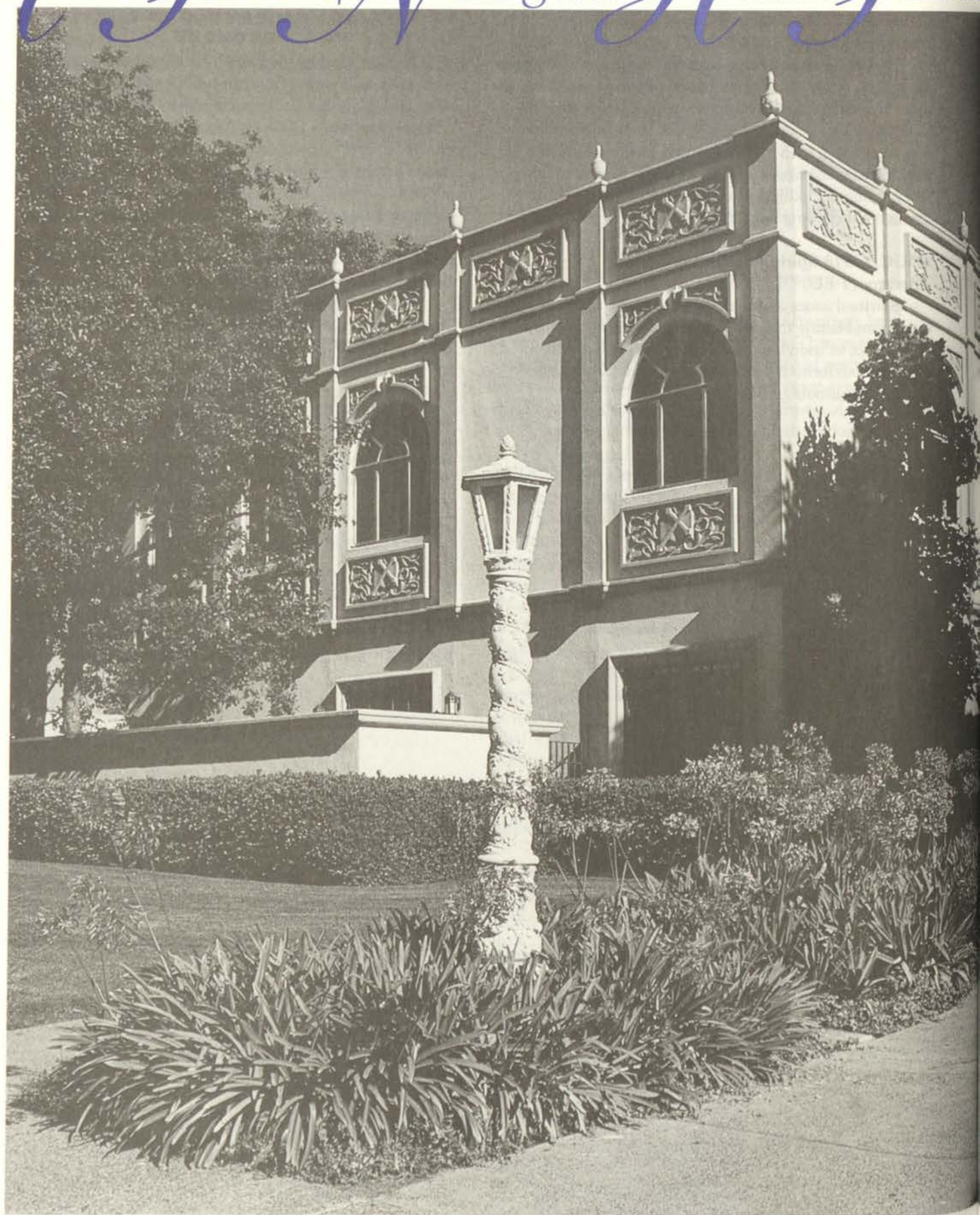
Spiritual issues and their impact on the treatment of marital and family therapy problems are examined. The importance of individual and family spiritual development in its various forms is emphasized. (Offered in January through Continuing Education.)

PROFESSIONAL DEVELOPMENT CLASSES FOR TEACHERS

Courses listed in the EDU 500-599 series are graduate-level extension classes that can fulfill professional development and salary-hurdle requirements for K-12 teachers. In order to maintain a valid, clear teaching credential, teachers are required to complete 150 hours of continuing education activities within a five-year period. Teachers are advised to consult with their professional growth advisor for more information and USD credit acceptability. *Please Note:* these classes are not applicable for degree credit at USD. Teachers are advised to check with their host institution for degree acceptability.

Information regarding tuition and fees for extension classes is available from the Division of Continuing Education, (619)260-4585.

Hahn School of Nursing and Health Sciences



ADMINISTRATION AND FACULTY

Sally Brosz Hardin, PhD, RN, FAAN
Dean and Professor

Anita Hunter, PhD, RN
Associate Professor; Director, Master's
Entry Program in Nursing; Director, RN
to BS/MS Program

Susan Instone, DNSc, RN
Associate Professor, Director, Advanced
Practice Nursing Programs

Patricia Roth, EdD, RN
Professor; Director, PhD Nursing Program

Cheryl Ahern-Lehmann, PhD, RN

Susan Bonnell, MSN, RN

Mary Jo Clark, PhD, RN

Cynthia Connelly, PhD, RN

Connie T. Curran, MS, RN

Diane Fatica, MSN, RN

Anastasia Fisher, DNSc, RN

Ana Maria Gallo, PhD, RN

Michael Gates, PhD, RN

Jane Georges, PhD, RN

Diane Hatton, DNSc, RN

Kathy James, DNSc, RN

Nancy Jex-Sabin, MSN, RN

Lynne Keegan, MS, RN

Ann E. Kelly, MSN, RN

Mona LaFleur, MSN, RN

Karen Macauley, MSN, RN

Ann Mayo, DNSc, RN

Sharon McGuire, OP, PhD, RN

Mary Rose Mueller, PhD, RN

Sheryl Nespor, MSN, RN

Sergio Olivares, PhD (cand.), RN

Allen Orsi, PhD, RN

Patricia A. Quinn, PhD (cand.), RN

Louise Rauckhorst, EdD, RN, FAAN

Linda Robinson, PhD, RN

Vincent Salyers, EdD, RN

Linda D. Urden, DNSc, RN, FAAN

Lynn J. Vogelesang, MSN, RN

Cynthia Diamond Zolnierak, MSN, RN

MISSION STATEMENT

The mission of the Hahn School of Nursing and Health Science, in keeping with that of the University, is to prepare graduates committed to an ongoing search for truth in the context of intellectual openness. This commitment is fostered by teaching excellence and a values-based curriculum that emphasizes the dignity of the individual. The intent of all of the programs is to graduate individuals who are leaders in nursing practice, nursing education, and nursing science. Students and faculty participate in a partnership of inquiry and share responsibility for the development of collaborative partnerships with one another, the community, and society at large. They are particularly sensitive to the needs of vulnerable populations and have a multi-cultural perspective.

It is also part of the mission of the School to provide a learning environment that addresses the needs of the whole student. This effort is supported by the facilities and services of the larger University as well as by interactions between students and faculty. Finally, it is the purpose of the School to support scholarly endeavors that will contribute to social change in ways that foster health.

PROGRAMS

The Hahn School of Nursing and Health Science offers the following graduate programs:

- Doctor of Philosophy (PhD)
- Master of Science in Nursing (MSN)
Specializations include Adult Nurse Practitioner (ANP), Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Adult Clinical Nurse Specialist (ACNS), and Executive Nurse Leader.
- Master's Entry Program in Nursing (MEPN) for individuals with baccalaureate or higher degrees in another discipline and seeking a new career in nursing
- Accelerated RN to MSN, which combines BSN and MSN program requirements (for registered nurses only)
- MSN/MBA Joint Degree with the School of Business Administration

- Post-MSN Certificate Programs, with specializations for ANP, FNP, PNP, and ACNS
- Post-Master's Executive Nurse Leader
- Post-Certification Nurse Practitioner Programs for master's-prepared nurse practitioners to obtain certification in another specialty area; available areas are ANP, FNP, PNP, and Gerontological NP. A Post-FNP Urgent/Emergent Care certificate program also is offered.

Accreditation

Programs offered by the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (CCNE).

All courses in the School of Nursing and Health Science carry Board of Registered Nursing Continuing Education units for RN relicensure.

FINANCIAL AID PROGRAMS FOR NURSING STUDENTS

Please contact the Hahn School of Nursing and Health Science for application materials.

Professional Nurse Traineeships, Graduate Tuition Assistance Programs, Nurse Faculty Federal Forgivable Loans (PhD students only), and other Federal Programs and Scholarships are available.

Private Scholarships

Scholarships available through the Hahn School of Nursing and Health Science are based on merit and need. Special scholarships are provided through the H.N. and Frances C. Berger Foundation, Loretta Breyer, Yvonne Carteron, Mary Jane Charleton, the Donald C. and Elizabeth M. Dickinson Foundation, Mary Gresko, Ethel M. Horsch, Douglas and Betsy Manchester, Elizabeth Mottet, Dr. James Orwig, Dr. Irene Sabelberg Palmer, Dr. Janet A. Rodgers, Pearl and Natalie Surkin, the Stallard Trust, Cathleen K. Wilson, and Julie I. Wilkinson Scholarships, and the Dean's Scholar Awards.

Private Loan Funds

Loan funds provide additional assistance to students whose financial need cannot be met by other federal, state, or institutional programs. These loans include the Marion Hubbard Loan Fund and the Kathryn Desmond Loan Fund, both low interest loans, and the School of Nursing Loan Fund.

D O C T O R O F P H I L O S O P H Y D E G R E E

The Doctor of Philosophy program prepares beginning-level nurse scientists, the majority of whom become nursing faculty. The PhD program is based on the belief that nursing is a science, that nursing scholars must receive doctoral preparation to develop as scientists, and that doctoral education is best accomplished in a milieu in which faculty and students participate in a partnership of inquiry. Successful graduates think critically, conduct research to improve the health status of health consumers, lead the profession and public to policies that promote health, and serve as successful collaborators and principal investigators on interdisciplinary research teams.

GENERAL REGULATIONS

1. Residency Requirement

Students must fulfill this requirement by enrolling in:

1. 12 units of on-campus doctoral course work during a 12-month period, OR
2. 6 units of on-campus doctoral course work during each of two consecutive Summer Sessions.

2. Transfer of Credit

(See also *Transfer of Graduate Credit*, page 36)

Students may transfer up to 12 units of post-master's work with approval. Extension credit is not transferable.

3. Admission to Candidacy

Admission to candidacy (not equivalent to admission to

the program) is achieved when the student has an approved Dissertation proposal.

4. Time Limit

Candidates are allowed a maximum of five years between their admission to candidacy and completion of their Dissertation.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE PROGRAM OF STUDY

The program of study includes a minimum of 48 units of post-master's course work that include 12 units for the Dissertation. A minimum GPA of 3.50 in degree courses is required.

Note: The PhD program currently is being refined. Modifications may be made in the future. Please refer to the *Program Handbook* and Web site.

I. Core Component (9 units)

Designed to develop analytical abilities and provide the knowledge base and skills requisite to the development of the nurse scholar.

PHDN 601 – Logics of Inquiry (3)

PHDN 602 – Theory Development in Nursing (3)

PHDN 641 – Social, Historical, and Philosophical Bases of Nursing (3)

ADDITIONAL REQUIREMENTS FOR ADMISSION DOCTOR OF PHILOSOPHY DEGREE

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTER	Fall
APPLICATION DEADLINE	February 15
MINIMUM GRADE POINT AVERAGE	3.50 (4.00 scale)
STANDARDIZED ADMISSION TEST	Graduate Record Examination (taken within the last five years)
REQUIRED LICENSES	Current Registered Nurse license
ADDITIONAL REQUIREMENTS	Two references completed by Doctorally-prepared faculty members One reference completed by an employer or colleague Example of scholarly writing (e.g., thesis, article, paper) Personal statement of career, research, and scholarship goals Brief interview for applicants who meet preliminary selection criteria

II. Research Component (18 units)

Designed to enhance the knowledge and skills necessary to develop and implement a program of research.

PHDN 607 – Applied Statistics and Quantitative Research Methods (3)

PHDN 670 – Quantitative Designs in Research (3)

PHDN 673 – Ethnographic and Field Research Design (3)

PHDN 676 – Advanced Qualitative Research Methods (3)

PHDN 677 – Advanced Quantitative Designs in Research (3)

AND an additional course (3 units) selected by the student and advisor, related to the student's research design.

III. Area of Emphasis (9 units)

Three graduate courses selected by the student and advisor, related to the student's specific research topic.

IV. Dissertation Component (12 units minimum)

The presentation of the proposal and Dissertation findings are required. After the completion of 9 units of Dissertation, candidates must continue to register for 1 unit each semester to maintain candidacy until the Dissertation is finished. See the *Doctoral Student Handbook* for guidelines on producing the Dissertation.

PHDN 664 – Dissertation Seminar (3)

PHDN 695 – Dissertation (9)

MASTER OF SCIENCE IN NURSING AND HEALTH SERVICES CREDENTIAL

MASTER OF SCIENCE IN NURSING PROGRAM GOALS

The goals of the MSN program are to prepare graduates who:

1. Demonstrate advanced practice based on theoretical foundations and research from nursing and related disciplines;
2. Provide leadership in integrating research into practice;
3. Participate in the conduct of nursing and interdisciplinary health care research;
4. Apply information technology to enhance nursing education, practice, and research;
5. Collaborate with multi-disciplinary health care providers and consumers to improve health care delivery;
6. Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery;
7. Practice from an ethical perspective that acknowledges conflicting values and rights as they affect health care decisions;
8. Assume and develop advanced practice roles to meet societal needs in a rapidly changing health care system;
9. Provide innovative care that promotes health and quality of life for culturally diverse individuals, families, and communities;
10. Analyze emerging issues confronting nursing and society as a basis for enacting social change in ways that foster health; and,
11. Foster activities among individuals and groups that promote health and prevent illness.

MASTER'S ENTRY PROGRAM IN NURSING PRE-LICENSURE GOALS

The goals of the first year of the MEPN program are to prepare students for registered nurse eligibility who:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice;
2. Use theories from nursing to meet the health promotive, illness preventive, restorative, and rehabilitative needs of individuals, families, and population groups;
3. Develop and execute nursing roles to meet the changing health needs of individuals, families, and population groups;
4. Use current research findings in promoting the health and welfare of people;
5. Collaborate with consumers and colleagues in the delivery of health care services;
6. Enter advanced nursing education to be prepared as clinical masters;
7. Apply information technology to promote quality health care;
8. Identify and influence factors that affect health care delivery;
9. Assume responsibility and accountability for ethical nursing practice;
10. Demonstrate awareness of global factors, including global environments and human cultures, as they influence health and health care delivery; and,
11. Practice as beginning registered nurse generalists in a variety of settings.

GENERAL REQUIREMENTS FOR THE MASTER OF SCIENCE IN NURSING DEGREE

1. Course and GPA Requirements

All candidates for the MSN degree must complete a minimum of 33-42 semester-hours of graduate credit depending on the area of specialization. A minimum GPA of 3.00 must be maintained in all program course work. A minimum grade of "B-" is required in APNC 521 and all practicum/residency courses that are not graded on a Pass/Fail basis. A minimum grade of "B-" is also required in the clinical component of MEPN Prelicensure courses. Courses in which a grade lower than "B-" is received must

be repeated, and a grade of "B-" or better must be earned before the student may progress to the next clinical management theory and practicum courses in the program.

2. Time Limits

All students are expected to complete their programs within six years after initial enrollment.

3. Professional Liability and Malpractice Insurance

All students must maintain professional liability and malpractice insurance while enrolled in their programs.

ADDITIONAL REQUIREMENTS FOR ADMISSION MASTER OF SCIENCE IN NURSING DEGREE

SEE PAGES 27 - 29 FOR BASIC ADMISSION REQUIREMENTS

ENTRANCE SEMESTERS	Fall, Spring, Summer; Summer only for MEPN
APPLICATION DEADLINES	May 1 for Fall; November 1 for Spring and Summer; Nov. 15 only for MEPN
MINIMUM GRADE POINT AVERAGE	3.00 (4.00 scale) in all undergraduate course work
STANDARDIZED ADMISSION TEST	Graduate Record Examination (taken within the last five years)
REQUIRED COURSE WORK	Bachelor of Science in Nursing from accredited program (not required for Credential program; not applicable for MEPN)* Elementary Statistics; MEPN applicants must also have Anatomy and Physiology (8 units)
REQUIRED LICENSES	Current California Registered Nurse license (not applicable for MEPN)
ADDITIONAL REQUIREMENTS	One reference (minimum) completed by a baccalaureate instructor One reference (minimum) completed by employer One additional reference Current professional liability and malpractice insurance Evidence of required immunizations, screening tests, and physical examination Evidence of BLS certification Basic computer skills

*Applicants without the BSN must have an ADN or diploma in Nursing from an approved, accredited program and a baccalaureate in a related field. In addition, they must take MEPN 533 and MEPN 547. Applicants to the MEPN program must have a baccalaureate degree, but it can be in any field.

4. Transfer and Waiver of Courses

Nursing students who have earned applicable credit at another institution may be permitted to transfer the credit (if not applied to another degree) or waive the required course credit. A maximum of 6 units may be waived or transferred. However, a minimum of 30 units at USD is

required for all master's programs in Nursing. Core courses and electives may be waived, but waiver of specialty courses requires the additional permission of the specialty faculty.

MSN PROGRAMS OF STUDY

Required course work for the programs that lead to the MSN degree is delineated below. Typical programs of study to illustrate how full-time students, who begin study in fall semester, can progress through the programs are available at www.sandiego.edu.

Subspecialty options are available in the Nurse Practitioner and Adult Clinical Nurse Specialist programs (A-D below). These options require a few additional units of course work over and above that required for each specialty. Subspecialty courses can satisfy elective units and selective clinical practicum (NPTC 541P) units, in programs where these units are required.

- The **Gerontological Subspecialty Option** provides an opportunity for students to gain additional knowledge and skills in the care of the frail elderly in skilled nursing, home care, hospice care, and rehabilitation settings, as well as ambulatory care. Adult Nurse Practitioner students who complete this option are eligible to apply for national certification as gerontology nurse practitioners.

Required units:

NPTC 534 – Health Management of the Frail Elderly (3)
NPTC 536 – Frail Elderly Health Management Practicum (2)

- The **Mind-Body-Spirit Health Care Subspecialty Option** is designed to promote the provision of a holistic and integrated approach to primary health care. Students are provided with the necessary knowledge and skills to safely and effectively integrate conventional and complimentary approaches to patient assessment and management.

Required units:

MSNE 516 – Mind-Body-Spirit Health Care (3)
MSNE 517 – Mind-Body-Spirit Health Care Practicum (2)

- The **Latino Health Care Subspecialty Option** is designed to foster cross-cultural competency in the care of Latino populations, including migrant workers and their families. Theory content and clinical experiences related to care of vulnerable Latino populations are provided along with opportunities to develop Spanish language fluency.

Required units:

MSNE 542 – Latino Health Care: Sociocultural and Family Perspectives (3)
MSNE 543 – Practicum in Latino Health Care (2)

A. ADULT NURSE PRACTITIONER (Total units: 40)

This curriculum prepares Adult Nurse Practitioners for advanced practice roles in the provision of primary care and case management services to individuals and their families throughout the adult lifespan in a variety of ambulatory care and long-term care settings. Graduates are eligible for state NP certification and national certification as adult nurse practitioners.

I. MSN Core (6 units)

MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. NP Core (15 units)

APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

III. Emphasis (19 units)

NPTC 530 – Adult Health Management I (3)
NPTC 531 – Adult Health Management I Practicum (2)
NPTC 532 – Adult Health Management II (3)
NPTC 533 – Adult Health Management II Practicum (2)
NPTC 535 – Management of Adults with Long-Term Health Problems (3)
NPTC 537 – Adults with Long-Term Health Problems Practicum (2)
NPTC 541 – Selective Clinical Practicum (1)
NPTC 582 – Women's Health Care (2)
NPTC 583 – Women's Health Care Practicum (1)

Subspecialty Options Available

- Gerontology
- Mind-Body-Spirit Health Care
- Latino Health Care

B. FAMILY NURSE PRACTITIONER**(Total units: 42)**

This curriculum prepares Family Nurse Practitioners for advanced practice roles in the provision of primary care to individuals and families across the age span in a variety of ambulatory care settings. Graduates are eligible for state NP certification and national certification as family nurse practitioners.

I. MSN Core (6 units)

MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. NP Core (15 units)

APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

III. Emphasis (21 units)

NPTC 513 – Behavior and Development: Birth through Adolescence (2)
NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)
NPTC 528 – Health Management of the Child (3)
NPTC 538 – Child Health Management Practicum (2)
NPTC 530 – Adult Health Management I (3)
NPTC 531 – Adult Health Management I Practicum (2)
NPTC 532 – Adult Health Management II (3)
NPTC 533 – Adult Health Management II Practicum (2)
NPTC 582 – Women's Health Care (2)
NPTC 583 – Women's Health Care Practicum (1)

Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care

C. PEDIATRIC NURSE PRACTITIONER**(Total units: 40)**

This curriculum prepares graduates who are committed to meeting the health needs of children from birth through adolescence and provides students with the knowledge and skills necessary to meet those needs. Graduates are eligible for state NP certification and national certification as pediatric nurse practitioners.

I. MSN Core (6 units)

MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. NP Core (15 units)

APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)
NPTC 597 – Independent Clinical Practicum (3)

III. Emphasis (19 units)

NPTC 513 – Behavior and Development: Birth through Adolescence (2)
NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)
NPTC 528 – Health Management of the Child (3)
NPTC 538 – Child Health Management Practicum (2)
NPTC 541 – Selective Clinical Practicum (1)
NPTC 547 – Primary Care of Children and Adolescents with Complex Health Problems (3)
NPTC 548 – Primary Care of Children and Adolescents with Complex Health Problems Practicum (2)
NPTC 549 – Primary Care of Children and Adolescents with Chronic Illness (3)
NPTC 550 – Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Latino Health Care

D. ADULT CLINICAL NURSE SPECIALIST**(Total units: 38)**

This curriculum prepares Clinical Nurse Specialists for advanced practice as clinical experts in theory-based and research-based nursing practice within a specialty area. Graduates are eligible for national certification as adult clinical nurse specialists.

I. MSN Core (6 units)

MSNC 511 – Theoretical Foundations and Research (3)
MSNC 512 – Leadership in Health Care (3)

II. Advanced Practice Core (12 units)

APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
APNC 520 – Pathophysiology (3)
APNC 521 – Health Assessment and Diagnosis (4)
APNC 523 – Pharmacology in Health Management (3)

III. Emphasis (20 units)

ACNS 571 – CNS Practice in Contemporary Health Care (2)
ACNS 572 – Management of Acutely Ill Adult (3)
ACNS 573 – Clinical Nurse Specialist Practicum I (2)
ACNS 574 – Management of Chronically Ill Adult (3)

- ACNS 575 – Clinical Nurse Specialist Practicum II (2)
- ACNS 576 – Management of Specialty Populations (3)
- ACNS 577 – Clinical Nurse Specialist Practicum III (2)
- ACNS 596 – Advanced Practicum in Selected CNS Role (3)

Subspecialty Options Available

- Mind-Body-Spirit Health Care
- Gerontological Nursing

E. EXECUTIVE NURSE LEADER PROGRAM

(Total units: 34)

This curriculum integrates nursing, administration, and business knowledge and skills in preparing graduates for leadership in client-care services administration within health care organizations. Graduates are eligible for national certification in nursing administration.

I. MSN Core (6 units)

- MSNC 511 – Theoretical Foundations and Research (3)
- MSNC 512 – Leadership in Health Care (3)

II. Business Core (10 units)

- GSBA 501 – Organizational Concepts and Techniques (3)
- GSBA 502 – Information and Analysis (3)
- GSBA 510 – Financial Accounting (2)
- GSBA 511 – Managerial Accounting (2)

III. Emphasis (18 units)

- ENLC 554 – Health Care Information Management (3)
- ENLC 555 – Resource Management in Health Systems (3)
- ENLC 556 – Management of Health System Care Delivery and Outcomes (3)
- ENLC 557 – Strategic Planning and Management of Health Systems (3)
- ENLC 591 – Administrative Management Practicum in Health Care Systems (3)
- ENLC 598 – Independent Practicum (3)

F. JOINT-DEGREE MBA/MSN

(Total units: 55)

Graduates of this joint-degree program between the Hahn School of Nursing and Health Science and the School of Business Administration receive both the MSN (HCS specialization) and MBA degrees. The curriculum prepares nurse leaders with a unique blend of nursing, administration, and business skills. Graduates are prepared for senior management or administrative positions in hospitals, corporate offices, ambulatory care agencies, long-term care facilities, the health policy arena, and entrepreneurial ventures. Graduates are eligible for national certification in nursing administration.

- Make application to both MSN and MBA programs
- Plan joint program with the approval of advisors in Nursing and Business Administration
- Observe maximum of six years allowed to complete programs

I. MSN Core (6 units)

- MSNC 511 – Theoretical Foundations and Research (3)
- MSNC 512 – Leadership in Health Care (3)

II. Executive Nurse Leader Emphasis (18 units)

- ENLC 554 – Health Care Information Management (3)
- ENLC 555 – Resource Management in Health Systems (3)
- ENLC 556 – Management of Health System Care Delivery and Outcomes (3)
- ENLC 557 – Strategic Planning and Management of Health Systems (3)
- ENLC 591 – Administrative Management Practicum in Health Care Systems (3)
- ENLC 598 – Independent Practicum (3)

III. Business Core (19 units)

- GSBA 501 – Organizational Concepts and Techniques (3)
- GSBA 502 – Information and Analysis (3)
- GSBA 504 – Customers and Markets (3)
- GSBA 505 – Financial Management and Analysis (3)
- GSBA 506 – Operational Processes (3)
- GSBA 510 – Financial Accounting (2)
- GSBA 511 – Managerial Accounting (2)

IV. Business Breadth (9 units)

- GSBA 507 – Global Business Environment (3)
- GSBA 508 – Law and Ethics in the Business Environment (3)
- GSBA 509 – Managerial Decision-Making (3)

V. Business Capstone (3 units)

Student selects one course:

- GSBA 590 – Strategic Management (3)
- GSBA 591 – International Strategic Management (3)
- GSBA 592 – Strategy Simulations (3)

G. MASTER'S ENTRY PROGRAM IN NURSING

(Total units: 80-90)

This curriculum is designed for individuals with baccalaureate or higher degrees in another discipline who are seeking a new career in nursing. The first year curriculum provides students with a general foundation in nursing. Following successful completion of all first year curriculum requirements, students are eligible to take the National Council Licensure Examination (NCLEX) for registered nurse licensure. In the remaining master's curriculum, the MEPN-RN student enrolls in one of the options that leads to the MSN preparing the graduate to serve as either a clinical master at the bedside, an advanced practice nurse, or executive nurse leader.

First Year Curriculum (Prelicensure)

(47 units)

- MEPN 510 – Contemporary Health Care Issues and Health Policy (3)
- MEPN 521 – Health Assessment (3)
- MEPN 533 – Conceptual Basis of Professional Nursing Practice (2)
- MEPN 534 – Fundamentals of Nursing (4)
- MEPN 535 – Integrated Pathophysiology and Pharmacology I (2)
- MEPN 547 – Care of Populations (4)
- MEPN 555 – Nursing Interventions I: Clients with Acute and Chronic Health Problems (4)
- MEPN 556 – Nursing Interventions II: Clients with Acute and Chronic Health Problems (5)
- MEPN 557 – Nursing Interventions III: Clients with Psychiatric Health Problems (4)
- MEPN 558 – Nursing Interventions IV: Care of the Childbearing Family (4)
- MEPN 559 – Nursing Interventions V: Care of Children and Adolescents (4)
- MEPN 560 – Leadership in Health Care Systems (5)
- MEPN 563 – Transcultural Health Care (3)

Electives

- MEPN 598 – Nursing Externship (1)
- MSNE 516 – Mind-Body-Spirit Health Care (3)
- MSNE 542 – Latino Health Care: Sociocultural and Family Perspectives (3)

Second and Third Year Curriculum (33-43 units)

Graduate credit units required will vary depending upon the MSN specialty selected.

H. ACCELERATED MASTER OF SCIENCE IN NURSING

The accelerated RN-MSN program is designed for associate degree and diploma-prepared nurses. Students may enter any specialty in the master's program through this option. Students choosing the Joint-Degree MSN/MBA program will not be admitted to the MBA program until they have earned their baccalaureate degree. Applicants must meet the admission requirements for the MSN program delineated elsewhere. Nine units of graduate courses are substituted for specific undergraduate courses. Both the BSN and MSN can be completed in two to three years of study. Completion of the Joint-Degree MSN/MBA program requires 30 GSBA units, which is equivalent to an additional year of full-time study. See the current *Undergraduate Bulletin* for more details.

CERTIFICATE AND CREDENTIAL PROGRAMS

The Hahn School of Nursing and Health Science offers Post-MSN Nurse Practitioner Certificate programs, a Post-MSN Adult Clinical Nurse Specialist Certificate program, a Post-Masters Executive Nurse Leader Certificate program, and Post-Certification Nurse Practitioner programs. Typical programs of study for full-time students who begin these programs in fall semester are available at www.sandiego.edu.

In addition to the basic requirements for admission to the University of San Diego as described on page 27, applicants must also meet the additional requirements for admission to the MSN program described on page 175. The GRE is not required for admission to any of the certificate programs.

Applicants who have taken equivalent course work or can demonstrate specific knowledge and skills may have selected course requirements waived. These requests are considered on an individual basis.

The Post-MSN NP Certificate programs (A-D below) are for nurses who have master's degrees in other nursing specialties who want to gain advanced preparation as adult, family, or pediatric nurse practitioners. These programs meet the requirements of the California Board of Registered Nursing (BRN), and graduates can apply for BRN approval to "hold themselves out" as nurse practitioners in the State of California. Graduates are also eligible to sit for national NP certification examinations.

A. POST-MSN ANP CERTIFICATE PROGRAM

(Total units: 34)

I. NP Core (15 units)

- APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
- APNC 520 – Pathophysiology (3)
- APNC 521 – Health Assessment and Diagnosis (4)
- APNC 523 – Pharmacology in Health Management (3)
- NPTC 597 – Independent Clinical Practicum (3)

II. Emphasis (19 units)

- NPTC 530 – Adult Health Management I (3)
- NPTC 531 – Adult Health Management I Practicum (2)
- NPTC 532 – Adult Health Management II (3)
- NPTC 533 – Adult Health Management II Practicum (2)
- NPTC 535 – Management of Adults with Long-Term Health Problems (3)
- NPTC 537 – Adults with Long-Term Health Problems Practicum (2)
- NPTC 541 – Selective Clinical Practicum (1)
- NPTC 582 – Women's Health Care (2)
- NPTC 583 – Women's Health Care Practicum (1)

B. POST-MSN ANP CERTIFICATE PROGRAM WITH GERONTOLOGICAL OPTION

(Total units: 38)

The Post-MSN ANP program (A above) must be completed, with the exception of NPTC 541.

Additional Required Units (5)

- NPTC 534 – Health Management of the Frail Elderly (3)
- NPTC 536 – Frail Elderly Health Management Practicum (2)

C. POST-MSN FNP CERTIFICATE PROGRAM

(Total units: 36)

I. NP Core (15 units)

- APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
- APNC 520 – Pathophysiology (3)
- APNC 521 – Health Assessment and Diagnosis (4)*
- APNC 523 – Pharmacology in Health Management (3)
- NPTC 597 – Independent Clinical Practicum (3)

*If a course comparable to APNC 521 has been completed and/or the NPTC 521 requirement is waived, a unit of NPTC 541 – Selective Clinical Practicum, will be required to ensure completion of 12 units of supervised clinical experience.

II. Emphasis (21 units)

- NPTC 513 – Behavior and Development: Birth through Adolescence (2)
- NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)
- NPTC 528 – Health Management of the Child (3)
- NPTC 538 – Child Health Management Practicum (2)
- NPTC 530 – Adult Health Management I (3)
- NPTC 531 – Adult Health Management I Practicum (2)
- NPTC 532 – Adult Health Management II (3)
- NPTC 533 – Adult Health Management II Practicum (2)
- NPTC 582 – Women's Health Care (2)
- NPTC 583 – Women's Health Care Practicum (1)

D. POST-MSN PNP CERTIFICATE PROGRAM

(Total units: 34)

I. NP Core (15 units)

- APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
- APNC 520 – Pathophysiology (3)
- APNC 521 – Health Assessment and Diagnosis (4)
- APNC 523 – Pharmacology in Health Management (3)
- NPTC 597 – Independent Clinical Practicum (3)

II. Emphasis (19 units)

- NPTC 513 – Behavior and Development: Birth through Adolescence (2)
- NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)
- NPTC 528 – Health Management of the Child (3)
- NPTC 538 – Child Health Management Practicum (2)
- NPTC 541 – Selective Clinical Practicum (1)
- NPTC 547 – Primary Care of Children and Adolescents with Complex Health Problems (3)
- NPTC 548 – Primary Care of Children and Adolescents with Complex Health Problems Practicum (2)
- NPTC 549 – Primary Care of Children and Adolescents with Chronic Illness (3)
- NPTC 550 – Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

E. POST-MSN ACNS CERTIFICATE PROGRAM

(Total units: 32)

The Post-MSN CNS Certificate program is for nurses who have master's degrees in other nursing specialties who want to gain advanced preparation as adult clinical nurse specialists. Graduates are eligible for national certification as adult clinical nurse specialists.

I. Advanced Practice Core (12 units)

- APNC 503 – Advanced Practice Nursing with Diverse Families and Communities (2)
- APNC 520 – Pathophysiology (3)
- APNC 521 – Health Assessment and Diagnosis (4)
- APNC 523 – Pharmacology in Health Management (3)

II. Emphasis (20 units)

- ACNS 571 – CNS Practice in Contemporary Health Care (2)
- ACNS 572 – Management of Acutely Ill Adult (3)
- ACNS 573 – Clinical Nurse Specialist Practicum I (2)
- ACNS 574 – Management of Chronically Ill Adult (3)
- ACNS 575 – Clinical Nurse Specialist Practicum II (2)
- ACNS 576 – Management of Specialty Populations (3)
- ACNS 577 – Clinical Nurse Specialist Practicum III (2)
- ACNS 596 – Advanced Practicum in Selected CNS Role (3)

F. POST-MASTER'S EXECUTIVE NURSE LEADER CERTIFICATE PROGRAM

(Total units: 18)

This post-master's certificate program is for individuals with master's degrees in any field who want advanced preparation in executive nurse leadership.

I. ENL Emphasis (9-12 units)

- ENLC 554 – Health Care Information Management (3)*
- ENLC 555 – Resource Management in Health Systems (3)
- ENLC 556 – Management of Health System Care Delivery and Outcomes (3)
- ENLC 557 – Strategic Planning and Management of Health Systems (3)

*Students take either ENLC 554 or GSBA 502

II. Business Core (6-9 units)

- GSBA 501 – Organizational Concepts and Techniques (3)
 - GSBA 502 – Information and Analysis (3)*
 - GSBA 510 – Financial Accounting (2)
 - GSBA 511 – Managerial Accounting (2)
- *Students take either ENLC 554 or GSBA 502

The Post-Certification Nurse Practitioner programs are designed to enable master's-prepared and currently certified nurse practitioners to obtain NP certification in another NP specialty area. Specializations available are ANP, FNP, GNP, PNP, and Urgent/Emergent Care NP. Graduates of the certification programs, with the exception of the Urgent/Emergent Care program, are eligible for national certification in the specialty area.

In addition to the basic requirements for admission to the University of San Diego as described on page 27, applicants must be certified as an NP in state of residence and meet the additional requirements for admission to the MSN program described on page 175. Applicants must have current work experience as a NP. Work experience in the emergency department or urgent care setting is preferred for the Urgent/Emergent Care certificate program. Nurse practitioner professional liability and malpractice insurance coverage must be maintained throughout enrollment.

Applicants who have taken equivalent course work or can demonstrate specific knowledge and skills may have selected course requirements waived. These requests are considered on an individual basis.

G. PROGRAM FOR ANP TO BECOME CERTIFIED AS FNP

Required Emphasis Units (13)

- NPTC 513 – Behavior and Development: Birth through Adolescence (2)
- NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)
- NPTC 528 – Health Management of the Child (3)
- NPTC 538 – Child Health Management Practicum (2)
- NPTC 541 – Selective Clinical Practicum (2)
- NPTC 582 – Women's Health Care (2)
- NPTC 583 – Women's Health Care Practicum (1)

H. PROGRAM FOR GNP TO BECOME CERTIFIED AS FNP

Required Emphasis Units (21)

- NPTC 513 – Behavior and Development: Birth through Adolescence (2)
- NPTC 514 – Behavior and Development Practicum: Birth through Adolescence (1)
- NPTC 528 – Health Management of the Child (3)
- NPTC 538 – Child Health Management Practicum (2)
- NPTC 530 – Adult Health Management I (3)
- NPTC 531 – Adult Health Management I Practicum (2)
- NPTC 532 – Adult Health Management II (3)
- NPTC 533 – Adult Health Management II Practicum (2)
- NPTC 582 – Women's Health Care (2)
- NPTC 583 – Women's Health Care Practicum (1)

I. PROGRAM FOR PNP TO BECOME CERTIFIED AS FNP

Required Emphasis Units (13)

- NPTC 530 – Adult Health Management I (3)
- NPTC 531 – Adult Health Management I Practicum (2)
- NPTC 532 – Adult Health Management II (3)
- NPTC 533 – Adult Health Management II Practicum (2)
- NPTC 582 – Women's Health Care (2)
- NPTC 583 – Women's Health Care Practicum (1)

J. PROGRAM FOR FNP TO BECOME CERTIFIED AS ANP

Required Emphasis Units (7)

- NPTC 535 – Management of Adults with Long-Term Health Problems (3)
- NPTC 537 – Adults with Long-Term Health Problems Practicum (2)
- NPTC 541 – Selective Clinical Practicum (2)
(in adult practice setting)

K. PROGRAM FOR GNP TO BECOME CERTIFIED AS ANP

Required Emphasis Units (18)

- NPTC 530 – Adult Health Management I (3)
- NPTC 531 – Adult Health Management I Practicum (2)
- NPTC 532 – Adult Health Management II (3)
- NPTC 533 – Adult Health Management II Practicum (2)
- NPTC 535 – Management of Adults with Long-Term Health Problems (3)
- NPTC 537 – Adults with Long-Term Health Problems Practicum (2)
- NPTC 582 – Women's Health Care (2)
- NPTC 583 – Women's Health Care Practicum (1)

L. PROGRAM FOR FNP TO BECOME CERTIFIED AS GNP

Required Emphasis Units (10)

- NPTC 534 – Health Management of the Frail Elderly (3)
- NPTC 536P – Frail Elderly Health Management Practicum (2)
- NPTC 535 – Management of Adults with Long-Term Health Problems (3)
- NPTC 537P – Adults with Long-Term Health Problems Practicum (2)

M. PROGRAM FOR ANP TO BECOME CERTIFIED AS GNP

Required Emphasis Units (7)

- NPTC 534 – Health Management of the Frail Elderly (3)
- NPTC 536 – Frail Elderly Health Management Practicum (2)
- NPTC 541 – Selected Clinical Practicum (2)
(in geriatric practice setting)

N. PROGRAM FOR FNP TO BECOME CERTIFIED IN URGENT/EMERGENT CARE

Required Emphasis Units (10)

- NPTC 518 – Advanced Practice Nursing in Urgent/Emergent Care (5)
- NPTC 519 – Advanced Practice Nursing in Urgent/Emergent Care Practicum (5)

COURSE DESCRIPTIONS

Please Note: USD courses have been renumbered. Course descriptions list the new course number, the old course number in brackets (when applicable), the course title, and the number of semester-units in parentheses.

ACNS COURSES

ACNS 571 [NURS 271] Clinical Nurse Specialist Practice in Contemporary Health Care (2)

Examines the roles of the CNS within the three spheres of influence: patients/clients, nursing personnel, and organization/network. Theories and strategies of change and leadership, negotiation, consultation, teaching and learning, research evaluation, facilitation, and utilization are discussed in relation to the CNS role. Co-requisite: MSNC 511 or permission of instructor.

ACNS 572 [NURS 272] Management of Acutely Ill Adult (3)

Emphasis on symptoms and functional problems of non-disease-based and disease-based etiologies in acutely ill adults and on clinical decision-making regarding diagnosis and treatment of patient symptoms and problems commonly seen in acute/critical care settings. Students analyze clinical data from multiple sources, make management decisions, and evaluate treatment outcomes through use of case exemplars. Evidence-based literature and clinical case studies are used to evaluate diagnostic reasoning and nursing therapeutics. Focus is on the patient/client and how to use nursing personnel and organizations to produce quality, cost-effective outcomes. Prerequisites: ACNS 571, concurrent enrollment in ACNS 573.

ACNS 573 [NURS 273] Clinical Nurse Specialist Practicum I (2)

Provides a faculty-supervised clinical practicum in collaborative practice with CNS preceptors in acute care settings. Focus on integrating knowledge of disease and medical treatments in a holistic assessment of persons while focusing on the differential diagnosis of illness or wellness experiences that have non-disease-based etiologies and require nursing interventions. Works with health care personnel and organizational systems to improve patient outcomes. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 572.

ACNS 574 [NURS 274] Management of Chronically Ill Adult (3)

Emphasis on symptoms and functional problems in chronically ill adults and on clinical decision-making regarding diagnosis and treatment of patient symptoms and

problems commonly seen in chronically ill adults. Students analyze clinical data from multiple sources, make management decisions, and evaluate treatment outcomes through use of case exemplars. Evidence-based literature and clinical case studies are used to evaluate diagnostic reasoning and nursing therapeutics. Focus is on the patient/client and how to use nursing personnel and organizations to produce quality, cost-effective outcomes. Prerequisites: ACNS 571, concurrent enrollment in ACNS 575.

ACNS 575 [NURS 275] Clinical Nurse Specialist Practicum II (2)

Provides a faculty-supervised clinical practicum in collaborative practice with CNS preceptors who work with chronically ill adults. Clinical sites include home care agencies, specialty clinics (cholesterol, CHF, HIV), rehabilitation agencies, and skilled nursing facilities. Focus is on integrating knowledge of disease and medical treatments in a holistic assessment of the chronically ill adult while focusing on the illness or wellness experiences that have non-disease-based etiologies and require nursing interventions. Works with health care personnel and organizational systems to improve outcomes for the chronically ill adult. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 574.

ACNS 576 [NURS 276] Management of Specialty Populations (3)

Emphasis on maintaining functional status and promotion of quality of life in specialty populations such as HIV/AIDS, CHF, CRD, and diabetes. Students analyze data from multiple sources, develop population-based programs of care, and evaluate outcomes in the context of specialty populations. Focus is on the specialty population and how to use nursing personnel and organizations to produce quality, cost-effective outcomes for populations. Prerequisites: ACNS 571, concurrent enrollment in ACNS 577.

ACNS 577 [NURS 277] Clinical Nurse Specialist Practicum III (2)

Provides a faculty-supervised clinical practicum in collaborative practice with CNS preceptors who work with specific populations such as CHF, diabetes, and HIV/AIDS. Focus is on integrating knowledge of disease and treatments in the assessment of specific populations. Works with health care organizations and health systems to improve population based outcomes. Includes a seminar component that must be taken concurrently. Minimum grade of "B-" required. Prerequisites: ACNS 571, concurrent enrollment in ACNS 576.

ACNS 596 [NURS 296] Advanced Practicum in Selected CNS Role (3)

Focus is on further development of clinical knowledge and expertise in a selected area of CNS practice and the design and/or implementation of a clinical project related to the CNS advanced practice role. The project represents an innovative approach to a clinical problem or professional issue relevant to the practice site selected and is based on integration of nursing and health-related theory and research. Seminars with CNS faculty provide opportunities to explore both CNS role development issues and the process of initiating planned change in the practice setting. Minimum grade of "B-" required. Prerequisites: Core courses, two CNS practica, or consent of instructor.

APNC COURSES**APNC 503 [NURS 203] Advanced Practice Nursing with Diverse Families and Communities (2)**

Analyzes theories and concepts that provide the framework for nursing practice and research with families across the lifespan. Pre/co-requisite: MSNC 502 or consent of instructor.

APNC 520 [NURS 220] Pathophysiology (3)

Builds on foundational knowledge of normal physiology to extend students' abilities to analyze the physiological disruptions that accompany a wide range of alterations in health. Content is applied to selected primary care patient situations as a basis for interpreting assessment data and developing appropriate health care regimens for common disease processes.

APNC 521 [NURS 221] Health Assessment and Diagnosis (4)

Focuses on theoretical and practical principles of holistic advanced health assessment across the lifespan. Emphasis is on methods of comprehensive data gathering and analyses, including history taking and physical examination, screening for common diseases, diagnostic procedures, and clinical decision-making. Laboratory experiences and clinical placement with a clinician preceptor in the community provide the opportunity for the integration and application of theory. Introduces students to advanced clinical practice roles. Minimum grade of "B-" required. Prerequisites: APNC 520 and successful completion of a basic health assessment review course (fee required). Lab fee required.

APNC 523 [NURS 223] Pharmacology in Health Management (3)

Provides advanced knowledge of pharmacokinetics and pharmacotherapeutics to enable the advanced practice nurse to initiate appropriate pharmacological treatment in the management of health problems commonly seen in primary care settings, and to monitor the effects of established drug regimens and modify them to improve clients'

health states and quality of life. Prerequisite: NPTC 520 or consent of instructor.

ENLC COURSES**ENLC 554 [NURS 254] Health Care Information Management (3)**

Provides an introduction to information management within health care systems. Emphasizes computerized database development and issues associated with application of such databases in health care systems. Prerequisite: Basic computer literacy.

ENLC 555 [NURS 255] Resource Management in Health Systems (3)

Focuses on the management of human, financial, and material resources in health systems. Designed for health professionals seeking careers as operations managers in health care delivery systems. Emphasizes cost-effective use of resources to accomplish organizational objectives. Prerequisites: MSNC 512, GSBA 501, 502, 503.

ENLC 556 [NURS 256] Management of Health System Care Delivery and Outcomes (3)

Focuses on the process of health care delivery from a systems perspective and emphasizes continuous process improvement as crucial to achieving high quality outcomes. Addresses health system outcome measurement and evaluation and analysis of research on organizational effectiveness. Prerequisites: ENLC 554, MSNC 511, GSBA 501, 502.

ENLC 557 [NURS 257] Strategic Planning and Management of Health Systems (3)

Emphasizes strategic planning and management as requisite to growth and survival of health care systems. Acquaints students with the language, processes, tools, and techniques of strategic planning and marketing that will enable them to contribute effectively to strategic thinking and action in health care systems. Prerequisites: Most of ENLC 554-556 sequence.

ENLC 591 [NURS 291] Administrative Management Practicum in Health Care Systems (3)

Under guidance of a nurse manager preceptor in a health care setting, students observe various managerial skills associated with the management process (e.g., human resources development, fiscal management, strategic planning and forecasting, marketing, and political maneuvering). The course is student-driven with seminars providing a forum for discussion of clinical observations as they relate to descriptive and research-based administrative literature as well as issues and trends in nursing administrative practice. Minimum grade of "B-" required. Requires submission of *Intent to Register* form. Prerequisites: Most of the courses in the ENLC 554-556 series or consent of instructor.

ENLC 598 [NURS 298] Independent Practicum (3)

Identification of a nursing practice problem and design of an innovative approach through integration of related theory and research. Minimum grade of "B-" required. Requires submission of *Intent to Register* form and project approval. Prerequisites: Most of the courses in the ENLC 554-556 series or consent of instructor.

MEPN COURSES**MEPN 510 Contemporary Health Care Issues and Health Policy (3)**

Provides a forum for the exploration and evaluation of current major issues and problems that concern the nursing profession. Selected contemporary health care and nursing issues are analyzed. Focuses on the application of critical thinking and models of analysis to the formal and informal processes of policy formation in both public and private arenas. Applies ethical frameworks to the dynamics of policy-making and the probable resolution of health care issues.

MEPN 521 Health Assessment (3)

Focuses on holistic assessment of health status in individual clients across the age span, incorporating the dimensions of health, health care, and nursing. Emphasizes development of culturally competent assessment skills and the ability to recognize deviations from normal.

MEPN 533 Conceptual Basis of Professional Nursing Practice (2)

Provides an overview of the nature of the professional nursing role and its conceptual bases. Emphasizes the need for theory-based and evidence-based nursing practice. Introduces the dimensions model as the MEPN conceptual framework, and use of the nursing process in care of individuals, families, and population groups. Addresses use of therapeutic communication and teaching techniques in nursing practice. Assignments assist students to develop skills in writing, oral presentation, and information management.

MEPN 534 Fundamentals of Nursing (4)

Provides opportunities for students to acquire basic nursing skills in simulated and actual clinical settings. Introduces students to the application of the nursing process and the dimensions model to nursing care for selected acute and chronic health conditions in adults and older clients. Emphasis is on interpersonal communication, safety, documentation, and selected nursing interventions related to alterations in health. Clinical experiences assist students in the development of basic nursing skills and those required for care of clients with acute and chronic health problems.

MEPN 535 Integrated Pathophysiology and Pharmacology I (2)

Provides a general overview of pathophysiological, microbiological, and pharmacological concepts in the context of the dimensions model of nursing practice. Focuses on the various types of pathogens and appropriate measures for their control, specific alterations in structure and function of fluid and electrolyte and acid-base balance, and fundamental principles of pharmacology. The role and responsibilities of the nurse during drug administration is addressed, based on pharmacokinetic principles. Cultural considerations when providing drug therapy and education to patients and their families are emphasized.

MEPN 547 Care of Populations (4)

Focuses on health of the community and subgroups within the community. Students learn to apply nursing and public health concepts to promoting and restoring the health of population groups. Nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery is addressed. Selected community health problems and their implications for community health practice are considered.

MEPN 555 Nursing Interventions I: Clients with Acute and Chronic Health Problems (4)

Introduces students to application of the nursing process and the dimensions model in caring for adults and older clients with selected acute and chronic health conditions. Explores the nurse generalist role in the care of clients with acute and chronic health problems. Prepares students to assess health restoration needs and plan, implement, and evaluate nursing care. Focus is on tertiary prevention, however, students are expected to address the need for primary and secondary prevention as well. Clinical experience assists students in the development of basic nursing skills and those required for care of clients with acute and chronic health problems.

MEPN 556 Nursing Interventions II: Clients with Acute and Chronic Health Problems (5)

Introduces students to application of the nursing process and the dimensions model in caring for adults and older clients with selected acute and chronic health conditions. Explores the nurse generalist role in the care of clients with acute and chronic health problems. Prepares students to assess health restoration needs and plan, implement, and evaluate nursing care. Focus is on tertiary prevention, however, students are expected to address the need for primary and secondary prevention as well. Clinical experience assists students in the development of basic nursing skills and those required for care of clients with acute and chronic health problems.

MEPN 557 Nursing Interventions III: Clients with Psychiatric Health Problems (4)

Provides an overview of clients with mental health problems. Focuses on conceptual models of psychiatric treatment. Specific contexts of psychiatric nursing care are addressed. The goals of the therapeutic nurse-client relationship are emphasized.

MEPN 558 Nursing Interventions IV: Care of the Childbearing Family (4)

Addresses health care of pregnant women with an emphasis on health promotion, risk reduction, and disease prevention. Focuses on care of the family and health education. Clinical experiences are in prenatal, labor and delivery, and community health settings.

MEPN 559 Nursing Interventions V: Care of Children and Adolescents (4)

Addresses health care of children and adolescents with an emphasis on health promotion, risk reduction, and disease prevention. Focuses on care of the family and health education. Clinical experiences are in pediatric and community health settings.

MEPN 560 Leadership in Health Care Systems (5)

Assists students in developing as professional nurses by investigating leadership, management, and supervision theories and principles. Clinical experiences assist students in developing basic leadership skills required for care of clients with acute and chronic health problems.

MEPN 563 Transcultural Health Care (3)

Explores values and belief systems influencing health behaviors of culturally diverse groups. Social, political, and economic forces that have consequences for access to and use of health care resources are addressed. Students participate in learning experiences designed to develop cultural sensitivity to lifestyles, values, and concepts about health and health care that differ from their own.

MEPN 598 Nursing Externship (1)

Applies nursing theory, process, and clinical skills in an RN-precepted position within a health care agency with whom USD has clinical agreements to work with geriatric, adult and/or pediatric patients and families. The purpose of this experience is to enable students to become more proficient in patient care activities while at the same time providing a needed community service. Students apply previously acquired nursing theory and skills in assigned patient care; no new nursing skills will be taught in this externship experience. Seminars are held by the School of Nursing faculty to assess clinical progress of students and discuss clinical experiences, issues, and application of theory.

MSNC COURSES**MSNC 511 [NURS 202, 270] Theoretical Foundations and Research (3)**

This course is intended to explore and critique the theoretical foundations of nursing science as a basis for the development of research. Emphasis is placed on the relationship of theory and research to the knowledge base and practice of nursing.

MSNC 512 [NURS 210, 250] Leadership in Health Care (3)

Provides an understanding of nursing's leadership role in the analysis and evaluation of policy, organization, and financing of health care. Focusing on the organization of health care systems, the political and economic forces that influence health care delivery, and the formulation of policies affecting health care.

MSNC 599 [NURS 299] Independent Study (1-3)

Repeatable for credit. Requires submission of independent study form and faculty approval.

MSNE COURSES**MSNE 516 [NURS 216] Mind-Body-Spirit Health Care (3)**

Focuses on promoting integration of body, mind, and spirit through incorporating the best of both conventional and complementary approaches to health promotion and the diagnosis and treatment of a variety of common health problems. Explores the role of the nurse as healer and the healing modalities commonly used within nursing, as well as the science of psychoneuroimmunology and quantum physics that underlie the phenomena of mind-body healing. Compares and contrasts selected culturally-based, holistic systems of knowledge concerning health and illness to identify commonalities and differences in these major healing traditions. Addresses ethical and business considerations related to integrating conventional and complementary approaches in ambulatory care.

MSNE 517 [NURS 217] Mind-Body-Spirit Health Care Practicum (2)

Provides clinical practice in primary care settings wherein the health care providers include biomedically-trained physicians and advanced practice nurses as well as providers of complementary therapies, or where patients are frequently referred to appropriate providers of complementary therapies in the community. Supervision is provided by advanced practice nurse faculty; weekly seminars assist in the synthesis of didactic and clinical learning within the context of actual clinical cases. At least one credit concurrent with NPTC 516. (Repeatable for credit)

MSNE 542 [NURS 242] Latino Health: Sociocultural and Family Perspectives (3)

Explores the cultural values and belief systems that influence health behaviors within the context of the underserved Latino/a family. Addresses the economic, educational, and political disparities that influence their access and utilization of health care services. Focuses on the cultural sensitivity requisite to effective inter-cultural communication between healthcare provider and underserved Latino/a families and communities. Strategies for empowerment will be applied to the process of health care provision and community-based interventions to improve the health of Latino/s population.

MSNE 543 [NURS 243] Practicum in Latino Health Care (2)

Provides clinical experiences in assessment and management of acute and chronic health problems prevalent among Latino clients and their families across the age span. Emphasizes strategies for health promotion, prevention, and early detection of disease in this population. Focuses on effective intercultural communication, sensitivity to traditional Latino health beliefs, application of culture-brokering, and client empowerment strategies in the process of providing access to, and continuity of care to members of this medically underserved population. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Prerequisite: NPTC 542.

NPTC COURSES**NPTC 513 [NURS 244] Behavior and Development: Birth through Adolescence (2)**

Analysis of advanced concepts of behavior and development in infants, children, and adolescents. With this foundation, the components of health supervision, health promotion, and management of common variations in children's behavior and development by the nurse practitioner in primary care will be presented. The perspective of the parent/guardian and family will be integrated into this discussion. Emphasis will be placed upon the care of vulnerable pediatric populations from sociocultural, ethical, and health policy perspectives. Co-requisite: APNC 521.

NPTC 514 [NURS 214] Behavior and Development Practicum: Birth through Adolescence (1)

Provides clinical experience in the assessment and management of normal variations and problems in the growth, development, and behavior of infants, children, and adolescents in a variety of pediatric primary care settings. Clinical supervision is provided by pediatric nurse practitioner faculty and on-site preceptors. Includes a seminar component that must be taken concurrently which provides opportunities for synthesis of theoretical and experiential learning as well as professional role development. Minimum grade of "B-" required. Prerequisites: APNC 520, 521, NPTC 513.

NPTC 518 [NURS 218] Advanced Practice Nursing in Urgent/Emergent Care (5)

Focuses on the role of the nurse practitioner in urgent/emergent care settings and on the development of advanced knowledge and skills requisite to providing effective, efficient, and high quality care to individuals across the age span with common urgent/emergent health problems. Complemented by skills lab sessions that build on basic NP preparation and experience and prepare students for the specific demands of practice in urgent/emergent care environments. Prerequisites: Admission to Post-FNP Urgent/Emergent Care Subspecialty, concurrent enrollment in NPTC 519.

NPTC 519 [NURS 219] Advanced Practice Nursing in Urgent/Emergent Care Practicum (5)

Provides clinical experiences in urgent/emergent care settings focused on integrating theory with practice in the diagnosis and treatment of acute and chronic conditions commonly seen in these settings. Emphasizes the scope of NP practice in urgent/emergent care settings, principles of episodic care, and gaining competence in advanced technical skills. Seminars with NP faculty provide opportunities to integrate theoretical knowledge with ongoing clinical experiences. Prerequisites: Admission to Post-FNP Urgent/Emergent Care Subspecialty, concurrent enrollment in NPTC 518.

NPTC 528 [NURS 228] Health Management of the Child (3)

Emphasizes assessment and management of common health states in individuals from birth through adolescence in a collaborative primary care setting. Students are provided with a theoretical basis for developmental and functional health, including guidelines for health promotion and disease prevention. The theory base for the diagnosis and management of common pediatric problems is also presented, including pharmacological and other treatment modalities. Emphasis is placed on the child as an individual, member of a family, and member of the community. Prerequisites: NPTC 513, 514, 520, 521; concurrent enrollment in NPTC 538.

NPTC 530 [NURS 229] Adult Health Management I (3)

Focuses on management of health/disease states in selected body systems from late adolescence through late adult years. Provides the student with a theoretical base for identification, diagnosis, management, and evaluation of acute and chronic health problems prevalent in adult populations. Also focuses on health promotion and disease prevention in adults as members of culturally diverse families and communities. Care strategies based on a nursing model that includes holistic assessment, anticipatory guidance, and health education are discussed. Prerequisites: APNC 521 or consent of instructor; concurrent enrollment in NPTC 531.

NPTC 531 [NURS 239] Adult Health Management I Practicum (2)

Provides clinical experience in assessment and management of acute and chronic health problems of adults from late adolescence to late adulthood. Focuses on holistic health promotion and maintenance, early detection of disease states in asymptomatic individuals, and self-management of preventive behaviors. Minimum grade of "B-" required. Concurrent enrollment in NPTC 530. Lab fee required.

NPTC 532 [NURS 230] Adult Health Management II (3)

Focuses on management of health/disease states in selected body systems from late adolescence through late adult years. Provides the student with a theoretical base for identification, diagnosis, management, and evaluation of acute and chronic health problems prevalent in adult populations. Also focuses on health promotion and disease prevention in adults as members of culturally diverse families and communities. Care strategies based on a nursing model that includes holistic assessment, anticipatory guidance, and health education are discussed. Prerequisites: APNC 521 or consent of instructor; concurrent enrollment in NPTC 533.

NPTC 533 [NURS 240] Adult Health Management II Practicum (2)

Provides clinical experience in assessment and management of acute and chronic health problems of adults from late adolescence to late adulthood. Focuses on holistic health promotion and maintenance, early detection of disease states in asymptomatic individuals, and self-management of preventive behaviors. Minimum grade of "B-" required. Concurrent enrollment in NPTC 532. Lab fee required.

NPTC 534 [NURS 234] Health Management of the Frail Elderly (3)

Focuses on providing a theory base for nursing assessment and management of common physical and psychosocial problems of frail elderly clients in both community and institutional settings. Interrelatedness of multiple health problems and normal age changes among the old-old are discussed in relationship to maintenance of functional ability, independence, and quality of life within a variety of supportive environments. Prerequisites: NPTC 535, 537, or consent of instructor for CNS students; concurrent enrollment in NPTC 536.

NPTC 535 [NURS 235] Management of Adults with Long-Term Health Problems (3)

Provides a theory base for effective clinical and psychosocial management of complex long-term health problems in adult and older adult clients. Multiple dimensions of chronic illness and its impact on individuals, families,

caregivers, and health care systems are discussed.

Theoretical perspectives of chronicity are explored, including chronic illness trajectories, psychosocial impact, role adaptations, and lifestyle adjustments required of long-term health problems. The structure, regulation, and financing of the U.S. long-term care system is analyzed, and the impact of various settings and support services within that system on clients and families experiencing chronic illnesses is explored. Selected complex long-term care pathologies and their clinical treatment, and the role of the nurse practitioner in caring for clients with chronic illness are covered. Prerequisites: NPTC 530, 531, 532, 533; concurrent enrollment in NPTC 537.

NPTC 536 [NURS 236] Frail Elderly Health Management Practicum (1-2)

Provides a faculty-supervised clinical practicum in collaborative practice with advanced practice nurse and/or physician preceptors in institutional or community settings where frail elderly individuals are provided with preventive services and health promotion, maintenance, and rehabilitation. Emphasizes holistic assessment, maintenance of functional ability, and promotion of quality of life. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Concurrent and/or prior enrollment in NPTC 534. (Repeatable for credit)

NPTC 537 [NURS 237] Adults With Long-Term Health Problems Practicum (2)

Provides a faculty-supervised clinical practicum in collaborative practice with NP and/or physician preceptors in settings where case management is implemented to facilitate health care transitions and continuity of care for adults and older adults with complex long-term health problems. Emphasizes assisting clients and their families to achieve optimum health, functional ability, and quality of life. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Concurrent enrollment in NPTC 535.

NPTC 538 [NURS 238] Child Health Management Practicum (2)

Provides a concentrated clinical experience in the assessment, management, and evaluation of infants and children in primary care settings. Minimum grade of "B-" required. Includes a seminar component that must be taken concurrently. Concurrent enrollment in NPTC 528. Lab fee required.

NPTC 541 [NURS 241] Selective Clinical Practicum (1-3)

Concentrated clinical experience in primary care settings selected by the student to meet individual learning needs/career goals. Minimum grade of "B-" required.

Pre/co-requisite: One NP practicum course or consent of the APN Program Director. (Repeatable for credit)

NPTC 547 [NURS 247] Primary Care of Children and Adolescents with Complex Health Problems (3)

Focuses on assessment and management of complex health states in individuals from birth through adolescence, in a collaborative primary care setting, by the pediatric nurse practitioner. Builds upon concepts of well child care and the management of common pediatric health problems. Presents the theory base for the diagnosis and management of more complex health problems. Includes pharmacotherapeutic modalities. Emphasizes the child as an individual, a member of a family, and a member of a community. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 548.

NPTC 548 [NURS 248] Primary Care Practicum of Children and Adolescents with Complex Health Problems Practicum (2)

Provides clinical experience in the assessment and management of complex health problems of infants, children, and adolescents in primary care settings. Emphasizes clinical diagnostic reasoning and collaboration with other members of the pediatric health care team. Clinical supervision is provided by pediatric nurse practitioner faculty and on-site pediatric preceptors. Includes a seminar component that must be taken concurrently which provides opportunities for synthesis of theoretical and experiential learning as well as professional role development. Minimum grade of "B-" required. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 547.

NPTC 549 [NURS 245] Primary Care of Children and Adolescents with Chronic Illness (3)

Examines management of selected chronic illnesses in children from birth through adolescence which can be appropriately managed by the pediatric nurse practitioner in collaborative practice. Provides the theoretical and knowledge bases for diagnosis and management of children with chronic illness in a primary care or subspecialty care setting including well child care, variations in growth and development, and the management of common pediatric health problems. Emphasizes the child as an individual, a member of a family, and a member of the community. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 550.

NPTC 550 [NURS 246] Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

Provides clinical experience in assessing and managing children and adolescents with common chronic illnesses in the primary care setting. Emphasizes coordination of multidisciplinary care to assist children, adolescents, and their

families to improve self-management of chronic illness and develop behaviors that promote and maintain health.

Clinical supervision is provided by NP faculty and on-site preceptors in a variety of ambulatory care settings. Includes a seminar component that must be taken concurrently which provides opportunities to synthesize theoretical and experiential learning as well as develop the professional pediatric practitioner role. Minimum grade of "B-" required. Prerequisites: NPTC 513, 514, 528, 538; concurrent enrollment in NPTC 549.

NPTC 582 [NURS 282] Women's Health Care (2)

Prepares NPs for the care of women across the lifespan with an emphasis on the reproductive-gynecological health of the client. Focuses on use of assessment, diagnosis, management, and outcome evaluation in order to provide care that encompasses the psychosocial and physical needs of women. Nationally accepted evidence-based guidelines and standards are applied to promote integrated delivery of women's health care. Prerequisites: NPTC 528, 538 for FNP students; NPTC 532, 533 for ANP students; concurrent enrollment in NPTC 583.

NPTC 583 [NURS 283] Women's Health Care Practicum (1)

Prepares NPs for the care of women across the lifespan with an emphasis on the reproductive-gynecological health of the client. Focuses on assessment, diagnosis, management, and outcome evaluation using nationally accepted evidence-based guidelines and standards to promote integrated delivery of women's health care. Minimum grade of "B-" required. Prerequisites: NPTC 528, 538 for FNP students; NPTC 532, 533 for ANP students; concurrent enrollment in NPTC 582.

NPTC 597 [NURS 297] Independent Clinical Practicum (1-3)

Focuses on further development of clinical knowledge and expertise in a selected area of primary care practice and the design and implementation of a clinical project related to the NP advanced practice role. Clinical supervision is provided by nurse practitioner faculty and on-site NP or physician preceptors. Requires submission of *Intent to Register* form and project approval. The project represents an innovative approach to a clinical problem or professional issue relevant to practice. Minimum grade of "B-" required. Prerequisites: Core courses and two clinical management semesters or consent of instructor. Lab fee required. (Repeatable for credit)

PHDN COURSES**PHDN 601 Logics of Inquiry (3)**

Explores epistemological and ontological foundations of science and how they influence the development of the science of nursing. Examines specific philosophical traditions such as empiricism, phenomenology, critical, and feminist theory for their relevance to nursing.

PHDN 602 Theory Development in Nursing (3)

Focuses on theory building: the nature of theory formation; critical analysis and synthesis of theoretical frameworks. Prerequisite PHDN 601.

PHDN 607 Applied Statistics and Quantitative Research Methods (3)

Examines a variety of quantitative research designs and data collection and statistical analysis procedures appropriate to each. Students interpret statistical computer output.

PHDN 640 Bioethical Issues in Nursing Practice (3)

Focuses on the process of ethical inquiry and its relevance for contemporary nursing practice, education, and research. Ethical theories and frameworks are explored as the basis for professional decision-making and public policy determination and include justice, caring, consideration of the common good, and feminist points of view. Contemporary bioethical issues are examined using case analysis and narrative approaches.

PHDN 641 Social, Historical, and Philosophical Bases of Nursing (3)

Explores the historical development of professional nursing emphasizing social, cultural, and philosophical phenomena influencing caregiving roles. Analyzes historical perspectives of contemporary health care issues and projects future courses of action.

PHDN 648 Health Policy Analysis (3)

Examines the process of forming health policy from the inception of a need through analysis. Emphasizes policy analysis and the use of models in an attempt to clarify the process. Addresses nursing's participation in the policy-making process and current legislation influencing the health habits of Americans.

PHDN 660 Methods in Historical Investigation (3)

Addresses the nature of history, its use, and varieties of literature. Facts in history; sources, and types of evidence; collecting evidence; external and internal criticism; and inference are examined. Analysis, synthesis, and communication of findings are presented. Prerequisites: PHDN 601, 602.

PHDN 661 Health and Illness Among Culturally Diverse Populations (3)

Explores a wide range of theoretical perspectives related to health and illness. Emphasizes the health and illness experiences of various ethnic, stigmatized, and disenfranchised populations. Students analyze how sociocultural factors shape health behaviors and practices among these groups, as well as research strategies for the study of health and illness among diverse aggregates.

PHDN 662 Feminist Perspectives on the Caring Professions (3)

Explores the significant shift in Western culture away from honoring women as healers to overvaluing the masculine principle and scientific knowledge as viewed from a historical perspective. Introduces new feminist scholarship recognizing the advances of science and calling for a revaluing of the feminine intuition and caring as crucial aspects of any caring profession.

PHDN 663 Perspectives on Global Health (3)

Analysis of a variety of theoretical perspectives related to the understanding of global health. This course provides an opportunity to examine health care concerns from a global perspective, while examining issues relevant to specific countries or regions. Topics and readings will vary each semester, depending on student interest and current global health care issues. Students and faculty assume joint responsibility for creating an effective learning environment.

PHDN 664 Dissertation Seminar (3)

Presentation of student's individual research proposals for group discussion and critique.

PHDN 670 Quantitative Designs in Research (3)

Critical analysis of scientific inquiry using advanced nonexperimental (descriptive and correlational) and experimental (quasi- and true experimental) quantitative research designs. Emphasizes application of advanced statistical analyses related to specific research designs. Prerequisites: PHDN 601, 602, 607/comparable course, or consent of instructor.

PHDN 672 Psychometric Theory and Measurement (3)

Provides an overview of concepts, theories, measurement theories, and instruments. Includes critical analysis of relationships between concepts/theories and measurements as well as critical examination of existing instruments based on principles of instrument construction and evaluation. Emphasis is also placed on evaluating instruments in terms of cultural bias/sensitivity and ethical issues. Prerequisites PHDN 601, 602.

PHDN 673 Ethnographic and Field Research Design (3)

Addresses knowledge and skills necessary to carry out beginning ethnographic and field research studies. Underlying theory and pragmatic issues are presented and analyzed in relation to ethnographic research. Prerequisites: PHDN 601, 602, or consent of instructor.

PHDN 674 Advanced Psychometric Measurement (3)

Study and application of advanced measurement theory and psychometric techniques in the testing of measures creatively designed by the students. The multi-trait multi-method approach to construct validity and multi-variate techniques of factor analysis are used. Introduces the measurement model of the linear structural relations program where appropriate. Prerequisite: PHDN 672.

PHDN 676 Advanced Qualitative Research Methods (3)

Provides an opportunity for students to build on prior research experiences and further develop their expertise in data analysis. Emphasizes dimensional analysis and grounded theory procedures, epistemological assumptions, and logic. Addresses the philosophical traditions of grounded theory and dimensional analysis, specifically pragmatism and symbolic interactionism. Prerequisite: PHDN 673 or comparable course.

PHDN 677 Advanced Quantitative Designs in Research (3)

Critical analysis, synthesis, and application of advanced quantitative research designs. Areas of emphasis include: testing the relationship between multiple independent variables and a single dependent variable, between multiple independent and multiple dependent variables; grouping variables or individuals; and analysis of linear structural relations. Prerequisite: PHDN 670 or comparable course.

PHDN 686 [NURS 695] Perspectives in Program Evaluation (3)

Prepares students to design and conduct evaluation of health, education, or other service programs. Focuses on principles of program evaluation and models applicable to comprehensive systematic evaluations of complex delivery programs. Students design and implement an evaluation of a specific program. Prerequisites: PHDN 670, 673.

PHDN 693 Residency (3)

Provides intensive experience in a selected area of career development.

PHDN 694 [NURS 698] Selected Topics in Nursing (1-3)

Repeatable for credit.

PHDN 695 [NURS 665] Dissertation (1-9)

Development and implementation of original research. Candidate must register for at least 3 units per semester until 9 units have been completed. After the completion of 9 units of Dissertation, candidates must continue to register for 1 unit each semester to maintain candidacy until the completed dissertation is submitted. Prerequisites: PHDN 664 and Doctoral Candidacy Status. (Repeatable for credit)

PHDN 699 Independent Study (1-3)

Repeatable for credit. Requires submission of independent study form and faculty approval.

Paralegal Program

In addition to the graduate degrees and credential programs in a variety of disciplines described in this *Bulletin*, the University of San Diego also offers a graduate certificate paralegal program. This program allows individuals whose professional goals would not be met by a graduate degree to attain a marketable skill within a relatively short time.

A paralegal is a specially trained professional who aids attorneys in the delivery of quality legal services. Employed by law firms, corporations, financial institutions, and government agencies, paralegals work under the supervision of attorneys and may be responsible for preparing pleadings, interviewing clients, researching legal problems, drafting documents, and assisting attorneys at trial.

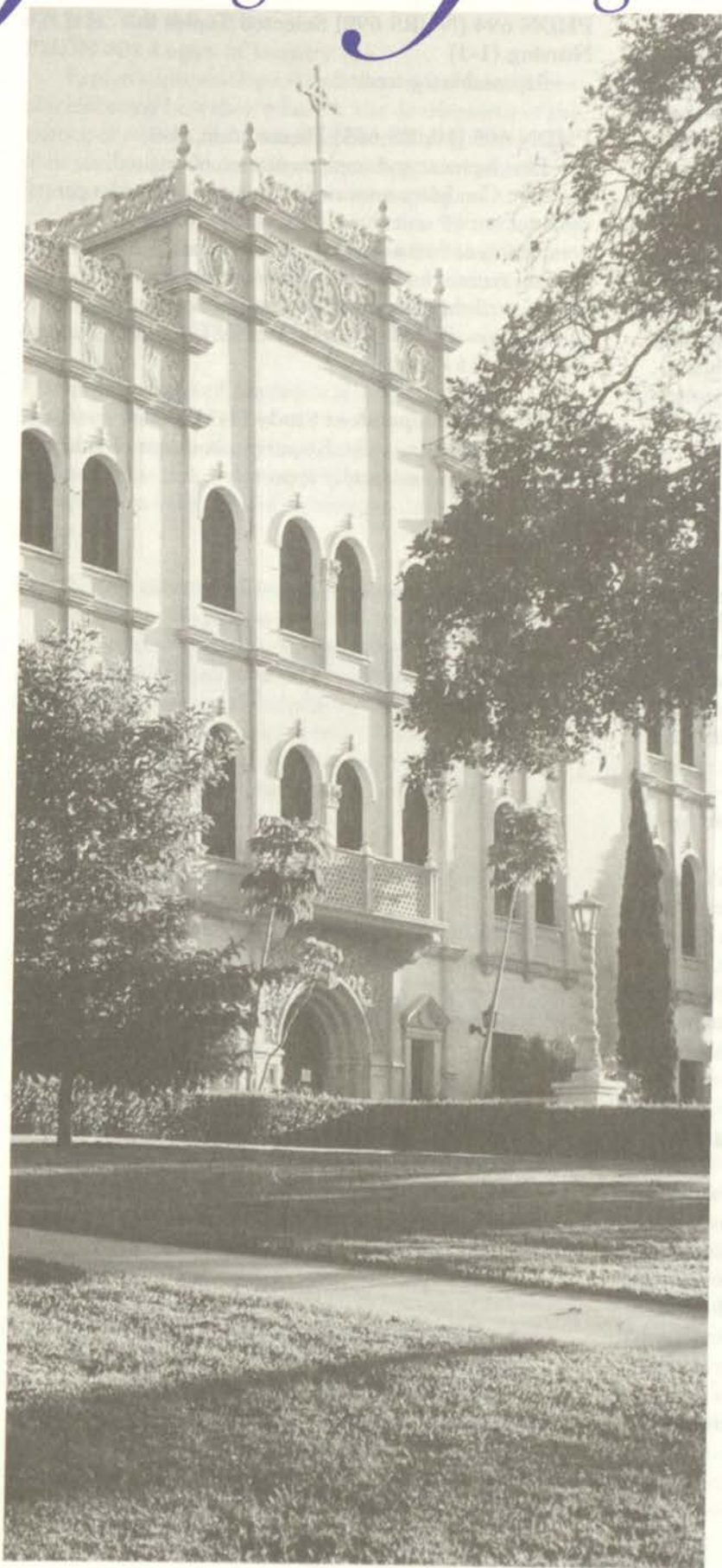
ADMISSION REQUIREMENTS

Applicants must hold a baccalaureate degree from a regionally accredited four-year institution. No previous training in law is required. Applicants who do not have a degree may be considered for the program if they have some college credits and/or business or legal experience. Contact the program office for more information. All applicants must submit two references, official transcripts, and arrange for a personal interview.

CURRICULUM

The University offers full-time and part-time day and evening courses. Day program students take Introduction to Law, Legal Research, Computer Literacy, and choose a specialty in General Litigation or Business and Environmental Law. In addition, each student does an internship in a corporation or law office, clinic, or government agency.

Evening program students may choose between the Generalist or Business Litigation programs. The Generalist option includes Litigation, Corporations, Criminal Law, Bankruptcy, Probate, Family Law, Real Estate, and Legal Research. Business Litigation includes Legal Concepts, Civil Procedure, Creditor's Remedies, and Legal Research. Both evening programs have a computer component.



EMPLOYMENT ASSISTANCE

To assist graduates in finding employment within the legal field, the staff maintains a very active employment assistance program. The program office functions as an intermediary between graduates and the legal and business community. USD makes every effort to assist graduates in securing positions as paralegals. Pre-employment workshops are offered to assist students in developing resumés and preparing for job interviews.

CONTACT INFORMATION

For more information, contact the Paralegal Program Office at (619)260-4579; paralegal@sandiego.edu; www.sandiego.edu/paralegal/.

C A L E N D A R**DAY PROGRAMS**

Summer 2005
Fall 2005
Spring 2006
Summer 2006
Fall 2006

May 24, 2005 – August 31, 2005
September 6, 2005 – December 16, 2005
January 24, 2006 – May 12, 2006
May 23, 2006 – August 29, 2006
September 5, 2006 – December 15, 2006

EXTENDED DAY PROGRAMS*

Summer/Fall 2005
Fall 2005/Spring 2006
Spring/Summer 2006
Summer/Fall 2006
Fall 2006/Spring 2007

May 24, 2005 – December 16, 2005
September 6, 2005 – May 12, 2006
January 24, 2006 – August 29, 2006
May 23, 2006 – December 15, 2006
September 5, 2006 – May 11, 2007

EVENING PROGRAMS

Summer 2005-2006
Fall 2005-2006
Spring 2006
Summer 2006-2007
Fall 2006-2007

June 7, 2005 – April 20, 2006
September 13, 2005 – July 27, 2006
January 31, 2006 – December 7, 2006
June 6, 2006 – April 19, 2007
September 12, 2006 – July 26, 2007

*Day Program may be taken over two semesters.

Please Note: All dates are subject to change

Administration and Faculty



Board of Trustees

Mr. Robert Hoehn, Chair
 Mr. Michael T. Thorsnes, Vice Chair
 Dr. Tina Nova, Secretary
 Mr. John M. Robbins, Jr., Treasurer
 Mr. Frank D. Alessio
 Dr. Manuel Barba
 Dr. R. Donna M. Baytop
 Mr. Roy E. Bell
 Mr. John D. Boyce
 The Most Reverend Robert H. Brom
 Ms. Sandra A. Brue
 Mr. Gregg Carpenter
 Mr. Daniel W. Derbes
 Mr. Ron L. Fowler
 Mr. Augustine Gallego
 Mr. William Geppert
 Ms. Patricia M. Howe
 Sister Kathleen Hughes, RSCJ
 Mr. Peter J. Hughes

Mr. Keith Johnson
 Mr. William D. Jones*
 Mrs. Margot Kyd
 Mr. John T. Lynch
 Dr. Mary E. Lyons
 Mr. Douglas F. Manchester
 Mr. Jim Mazzo
 Mr. Liam E. McGee
 Mr. Henry L. Nordhoff
 Sister Gertrude Patch, RSCJ
 Reverend Monsignor Lawrence Purcell
 Mr. William H. Scripps
 Mrs. Donald P. Shiley (Darlene)
 Mr. Herbert B. Tasker
 Ms. Shelley Thompson
 Mr. A. Eugene Trepte
 Ms. Yolanda Walther-Meade
 Ms. Patricia Woertz

*On leave of absence for 2004-2005

Trustees Emeriti

Mr. Robert H. Baker
 Mr. Thomas E. Barger*
 Mrs. Wilson B. Baugh
 Mr. Allen J. Blackmore
 Reverend Monsignor Robert T. Callahan*
 Mr. Robert T. Campion
 Mr. H. John Cashin*
 Mr. James W. Colachis*
 Mrs. Kathryn Colachis
 Mrs. Helen K. Copley*
 Mrs. Jenny M. Craig
 Sister Frances Danz, RSCJ*
 Sir Daniel J. Donohue
 Mrs. Margaret Duflock
 Reverend Monsignor I. Brent Eagen*
 Dr. Anita Figueredo
 Dr. Walter Fitch III*
 Mr. Kim Fletcher
 Mr. J. Phillip Gilligan

Mr. Charles M. Grace
 Mr. Ernest W. Hahn*
 Mrs. Muriel Hahn*
 Mr. Bruce R. Hazard*
 Mr. Arthur H. Kaplan*
 Mr. Michael B. Kaplan
 Dr. Edmund Keeney*
 Mrs. Joan Kroc*
 The Most Reverend Leo T. Maher*
 Mr. James McMorro*
 Mr. George M. Pardee*
 Mrs. Elizabeth Parkman
 Mr. Leland S. Prussia
 Col. Irving Solomon
 Mrs. Frank R. Warren (Joanne)
 Mr. Richard P. Woltman
 Mr. Walter J. Zable

*Deceased

*A*DMINISTRATION

Office of the President

Mary E. Lyons, PhD
President

Elaine V. Atencio, BS
Special Assistant to the President and Assistant
Secretary to the Board of Trustees

Larry Gardepie, MDiv
Research and Planning Analyst

Cel Johnson, PhD
Director, Institutional Research and Planning

Mary Whelan, MA
Director, Institutional Design

Office of the Vice President and Provost

Julie H. Sullivan, PhD
Vice President and Provost

H. David Todd, PhD
Vice Provost and Chief Information Officer

Anne M. Donnellan, PhD
Associate Provost

Thomas R. Herrinton, PhD
Assistant Provost

Deborah L. Gough, MEd
Assistant Provost

Jack W. Pope, PhD
Director, Academic Computing

Stacy A. Miller, BA
Director, Academic Publications

Linda M. Scales, MA
Director, Career Services

James Tarbox, PhD
Associate Director, Career Services

Elaine D. Elliott, MA
Director, Community Service Learning

Malachi Rafferty, MBA
Director, Continuing Education

Susan Sullivan, MA
Director, Graduate Career Programs

To Be Appointed
Director, Special Sessions

William F. O'Neill, MA
Director, Sponsored Programs

Copley Library

Edward D. Starkey, MSLS, MA
University Librarian

Steven W. Staninger, MLS, MA
Associate University Librarian

Enrollment Management

Stephen Pultz, MA
Director, Admissions

Judith Lewis Logue, MS
Director, Financial Aid Services

Lisa Bach, BA
Associate Director, Financial Aid Services

Susan H. Bugbee, MA
Interim Registrar

Yvette M. Fontaine, MEd
Director, International Services

Office of the Vice President for Finance and Administration

Paul E. Bissonnette, BA, MPA
Vice President for Finance and Administration

Patricia T. Oliver, BS
Associate Vice President for Finance and
Administration

Larry Barnett, BS
Director, Public Safety

Tom Coffin, BA
Capital Planner

Marge Costanzo
Busar

Terry Kalfayan, BS, CPA
Controller

Roger G. Manion
Assistant Vice President, Facilities Management

Jim Pehl, BA
Director, Budget and Treasury

Office of the Vice President for Student Affairs

To Be Appointed

Vice President for Student Affairs

Thomas J. Cosgrove, EdD

Associate Vice President for Student Affairs
and Dean of Students

Moises Barón, PhD

Assistant Vice President for Student Affairs for
Student Wellness and Director, Counseling Center

L. Reuben Mitchell, MA

Assistant Vice President for Student Affairs, Student
Learning and Inclusion

Rudy Spano, BA

Assistant Vice President for Student Affairs for
Student Services and Director, Dining Services
Administration

Ken Chep, EdS

Director, Disability Services

Rick Hagan, MBA

Director, Housing

**Office of the Vice President for Mission and University
Relations**

Reverend Monsignor Daniel J. Dillabough, STD, JCL

Vice President for Mission and University Relations

Esther LaPorta, BA

Associate Vice President, University Relations

Sandie Ciallella, BS, JD

Assistant Vice President, Development

Pam Gray-Payton, BA

Assistant Vice President, Public Relations

Coreen Petti, BA

Assistant Vice President, Marketing and Strategic
Partnerships

Sr. Virginia Rodee, RSCJ, BA, MA, MTS

Assistant Vice President for Mission

College of Arts and Sciences

Patrick F. Drinan, PhD

Dean

James O. Gump, PhD

Associate Dean

Pauline Berryman, MA

Assistant Dean

School of Business Administration

Mohsen Anvari, PhD

Dean

Andrew T. Allen, PhD

Associate Dean

Carmen Barcena, EdD

Assistant Dean

Christopher M. Redo, MBA

Assistant Dean, External Relations

School of Education

Paula A. Cordeiro, EdD

Dean

Cheryl Getz, EdD

Associate Dean

Janene White, MS

Assistant Dean

Paula Kelly, EdD

Director of Development

Hahn School of Nursing and Health Science

Sally Brosz Hardin, PhD, RN, FAAN

Dean

Anita Hunter, PhD, RN, CPNP

Director, Master's Entry Program in Nursing and RN-
BS Programs

Susan Instone, DNSc, RN, CPNP

Director, Advanced Practice Nursing Programs

Patricia Roth, EdD, RN

Director, PhD Nursing Program

School of Law

To Be Appointed

Dean

Virginia V. Shue, JD

Associate Dean

Kevin Cole, JD

Associate Dean

Carrie Wilson, JD

Assistant Dean for Student Affairs

Teresa O'Rourke, MDiv

Assistant Dean for Graduate Programs and Academic
Planning

Carl Eging, MA

Assistant Dean for Admissions and Financial Aid

Marjorie S. Zhou, MA

School of Law Registrar

GRADUATE FACULTY

- Cheryl Ahern-Lehmann, RN, NP
Clinical Associate Professor of Nursing
BSN, MS, University of California, San Francisco;
PhD, Claremont Graduate University/San Diego State
University
- Viviana Alexandrowicz
Associate Professor of Teacher Education
BA, Universidad Católica de Chile; MA, San Diego
State University; PhD, Claremont Graduate
School/San Diego State University
- Andrew T. Allen
Professor of Economics
BS, MS, PhD, University of Illinois at Urbana-
Champaign
- Jerome J. Ammer
Professor of Special Education
BA, Loyola University; MA, University of Illinois;
MA, Northeastern Illinois State College; PhD, Boston
College
- Jean-Pierre Amor
Associate Professor of Management Science
BA, MS, PhD, University of California, Los Angeles
- Joan B. Anderson
Professor of Economics
BA, San Diego State University; MA, Stanford
University; PhD, University of California, San Diego
- María Pilar Aquino
Associate Professor of Theology and Religious Studies
STB, Theological Institute of Higher Studies; STL,
Pontifical Catholic University do Rio Grando do Sul,
Brazil; STD, Pontifical Catholic University of
Salamanca, Spain
- Susan Ayers
Associate Professor of Accounting
BS, University of Tennessee; MA, Arizona State
University; PhD, Arizona State University
- Craig B. Barkacs
Associate Professor of Business Law
BA, Kenyon College; MBA, JD, University of San
Diego
- Donna Barnes
Associate Professor of Teacher Education
BA Duke University; MS, Oregon College of
Education; PhD, University of Oregon
- Colleen C. Bee
Assistant Professor of Marketing
BA, MA, University of Waterloo (Canada); PhD
(cand.), University of Oregon
- Kathryn D. Bishop-Smith
Associate Professor of Special Education
BS, MS, University of Oregon; PhD, University of
California, Los Angeles/California State University,
Los Angeles
- Susan Bonnell, RN, NP
Adjunct Clinical Instructor of Nursing
BSN, MSN, University of San Diego
- Michel Boudrias
Associate Professor of Marine Science and
Environmental Studies
BSc, McGill University; MS, Oregon State
University; PhD, University of California, San Diego
- Eren Branch
Associate Professor of English
AB, Bryn Mawr College; MA, PhD, Stanford
University
- Dennis R. Briscoe
Professor of International Human Resource Management
BA, MBA, Washington State University; PhD,
Michigan State University
- Sandy Buczynski
Assistant Professor of Teacher Education
BA, University of Texas, Austin; MPH, University of
Texas, Houston; PhD, University of Hawaii, Manoa
- James M. Burns
Professor of Management
BSc, MS, San Diego State University; DBA, Harvard
University
- Cynthia Caywood
Professor of English
BA, University of Kansas; MA, University of Exeter;
PhD, Duke University
- Mary Jo Clark, RN
Professor of Nursing
BSN, University of San Francisco; MSN, Texas
Women's University; PhD, University of Texas at
Austin
- Ellen Colangelo
Adjunct Assistant Professor in Pastoral Care and
Counseling
BA, Rosemont College; MS, Loyola, Baltimore; PhD,
California School of Professional Psychology; Fellow:
American Association of Pastoral Counselors
- Kathy Collins
Associate Professor of Education
BA, EdM, SUNY, Buffalo; PhD, University of
Michigan
- Joseph Colombo
Professor of Theology and Religious Studies
BA, Catholic University of America; MA, PhD,
University of Chicago
- Cynthia D. Connolly, RN
Associate Professor of Nursing
BA, MA, University of Redlands; MS, University of
San Diego; PhD, University of Rhode Island

- Stephen J. Conroy, PhD
Associate Professor of Economics
BA, Creighton University; MA, PhD, University of Southern California
- Curtis W. Cook
Professor of Management
BA, University of Redlands; MBA, DBA, University of Southern California
- N. Ellen Cook
Professor of Accounting and International Business
BS, University of California, San Diego; MBA, Harvard University; PhD, University of California, Los Angeles
- Paula A. Cordeiro
Professor of Education
BS, Bridgewater State College; MEd, Rhode Island College; EdD, University of Houston
- Simon Croom
Associate Professor of Supply Chain Management
BA, Lanchester Polytechnic (UK); MSC, PhD, University of Warwick (UK)
- Connie T. Curran, RN, CNS
Adjunct Clinical Instructor of Nursing
BSN, MS, University of San Diego
- Thomas M. Dalton
Professor of Accounting
BS, MS, San Diego State University; PhD, University of Houston
- Maria Luisa Dantas
Assistant Professor of Education
BA, Catholic Pontific University of Campinas, Sao Paulo, Brazil; MA, PhD, Ohio State University
- Helen deLaurentis
Associate Professor of Theology and Religious Studies
BA, Immaculata College; MA, PhD, Catholic University of America
- Edward F. DeRoche
Professor of Education
BS, University of Maine; MEd, Eastern Connecticut State University; MA, PhD, University of Connecticut
- Shreesh D. Deshpande
Associate Professor of Finance
BEng, Birla Institute of Technology and Science; MBA, Clarkson University; PhD, Pennsylvania State University
- Delavan Jon Dickson
Professor of Political Science and International Relations
BA, Humboldt State University; MA, PhD, University of Southern California; JD, University of California, Los Angeles
- Denise Dimon
Professor of Economics
BA, University of Colorado, Boulder; MIM, University of Denver; MS, PhD, University of Illinois at Urbana-Champaign
- Robert Donmoyer
Professor of Leadership/Administration
BA, Susquehanna University; MS, City College of New York; MA, PhD, Stanford University
- Kokila Doshi
Professor of Economics
BA, MA, University of Bombay; MA, PhD, University of Rochester
- Patrick F. Drinan
Professor of Political Science and International Relations
BA, Loras College; MA, PhD, University of Virginia
- Kathleen M. Dugan
Professor of Theology and Religious Studies
BA, Marymount College; MA, PhD, Fordham University
- Emily Edmonds-Poli
Assistant Professor of Political Science and International Relations
BA, Middlebury College; MA, University of Texas, Austin; PhD, University of California, San Diego
- Todd M. Edwards
Associate Professor of Marital and Family Therapy
BA, Arizona State University; MA, University of Arizona; PhD, Virginia Polytechnic and State University
- Hugh I. Ellis
Professor of Biology; Graduate Director of Marine Science
AB, University of California, Berkeley; MS, California State University, Northridge; PhD, University of Florida, Gainesville
- Seth R. Ellis
Associate Professor of Marketing
BS, MBA, Idaho State University; PhD, University of Arizona
- Iris H. W. Engstrand
Professor of History
AB, MA, PhD, University of Southern California
- Orlando Espín
Professor of Theology and Religious Studies
BA, MTH, MDiv, St. Vincent de Paul Regional Seminary, Florida; ThD, Pontifical Catholic University of Rio de Janeiro, Brazil
- Ana U. Estrada
Associate Professor of Marital and Family Therapy
BA, University of the Pacific; MS, PhD, University of Utah
- James W. Evans
Associate Professor of Business and Government
BA, San Diego State University; MA, PhD, Claremont Graduate School
- Diane Fatica, RN, NP
Adjunct Clinical Instructor of Nursing
BS, San Diego State University; MSN, University of San Diego

Anastasia Fisher, RN, CNS

Associate Professor of Nursing
BSN, Mount St. Mary's College; MN, University of California, Los Angeles; DNSc, University of California, San Francisco

Colin Fisher

Assistant Professor of History
BA, Lawrence University; MA, PhD, University of California, Irvine

Russell E. Fuller

Professor of Theology and Religious Studies
BA, State University of New York, Albany; MA, Columbia University; PhD, Harvard University

Fred Galloway

Associate Professor of Leadership Studies
BA, University of California, San Diego; EdM, EdD, Harvard Graduate School of Education

Steven A. Gelb

Professor of Teacher Education
BA, University of Wisconsin; MEd, Erikson Institute of Loyola University; PhD, University of Washington

Jane M. Georges, RN

Associate Professor of Nursing
BSN, MSN, University of California, San Francisco; PhD, University of Washington

Cheryl Getz

Assistant Professor of Leadership Studies
BS, University of Cincinnati; MA, Central Michigan University; EdD, University of San Diego

Florence M. Gillman

Professor of Theology and Religious Studies
BA, MA, Catholic University of America; MA, STB, STL, PhD, STD, University of Louvain, Belgium

Alan Gin

Associate Professor of Economics
BS, California Polytechnic State University; MA, PhD, University of California, Santa Barbara

Jan Gist

Visiting Associate Professor of Dramatic Arts
BFA, Carnegie Mellon University; MFA, Wayne State University

Ken Gonzalez

Associate Professor of Counseling
BA, MA, Brigham Young University; PhD, Arizona State University

Michael J. Gonzalez

Associate Professor of History
BA, Yale; MA, PhD, University of California, Berkeley

Sarah C. Gray

Associate Professor of Marine Science and Environmental Studies
BA, University of Colorado; PhD, University of California, Santa Cruz

James O. Gump

Professor of History
BA, University of Nebraska; MA, University of Auckland; PhD, University of Nebraska

Carolyn Bobbi Hansen

Associate Professor of Teacher Education
BS, Valparaiso University; MS, University of Wisconsin; EdD, University of Southern California

Sally Brosz Hardin, RN, FAAN

Professor of Nursing
BSN, MSN, University of Illinois, Chicago; PhD, University of Illinois, Urbana

Diane Hatton, RN

Professor of Nursing
BSN, University of San Francisco; MSN, University of Nevada, Reno; DNSc, University of California, San Francisco

Donald L. Helmich

Professor of Management Science
BBA, University of Hawaii; MBA, PhD, University of Oregon

Charles F. Holt

Associate Professor of Economics
BBA, Southern Methodist University; MS, PhD, Purdue University

Judith A. Hora, CPA

Associate Professor of Accounting
BA, University of California, Los Angeles; MS, Texas Tech University; PhD, Virginia Commonwealth University

Lea Hubbard

Associate Professor
BA, MA, PhD, University of California, San Diego

Johanna Stegert Hunsaker

Professor of Management
BS, University of Wisconsin, Madison; MS, PhD, University of Wisconsin, Milwaukee

Phillip L. Hunsaker

Professor of Management
BS, MS, San Diego State University; MBA, DBA, University of Southern California

Anita J. Hunter, RN, NP

Associate Professor of Nursing
BS, College of Our Lady of the Elms; MS, University of Massachusetts; PhD, University of Connecticut

Robert L. Infantino

Professor of Teacher Education
BS, MS, Canisius College; EdD, State University of New York, Buffalo

Noriyuki Inoue

Assistant Professor of Education
BS, Osaka University; MA, Columbia University; MEd, Harvard University; PhD, Columbia University

- Susan Instone, RN, NP
Associate Professor of Nursing
BSN, Mary Manse College; MSN, DNSc, University of San Diego
- Kathy S. James, RN
Associate Professor of Nursing
BSN, California State University, Fullerton; MSN, DNSc, University of San Diego
- Nancy Jex-Sabin, RN, NP
Adjunct Clinical Instructor in Nursing
BS, California State University; MSN, University of California, San Francisco
- Misook Ji
Assistant Professor of Education
BS, Dan Kook University; MA, PhD, Kansas State University
- Robert R. Johnson
Professor of Economics
BA, Moorhead State College; MA, PhD, University of Oregon
- Ronn Johnson
Associate Professor of Counseling
BA, Biola University; MA, Southern Nazarene University; MA, Chapman University; MEd, University of Central Oklahoma; PhD, Oklahoma State University
- Ronald S. Kaufmann
Associate Professor of Marine Science and Environmental Studies
BS, University of Minnesota; PhD, University of California, San Diego
- Timothy P. Kelley
Professor of Accounting
BS, Loyola-Marymount University; MBA, California State University, Long Beach; PhD, University of Houston
- Evelyn A. Kirkley
Associate Professor of Theology and Religious Studies
BA, College of William and Mary; MDiv, Union Theological Seminary; PhD, Duke University
- Maria Kniazeva
Assistant Professor of Marketing
BA, MA, Leningrad State University (Russia); MBA, PhD, University of California, Irvine
- Dennis W. Krouse
Professor of Theology and Religious Studies
MA, University of Notre Dame; STL, STD, Pontifical Liturgical Institute, Athenaeum of St. Anselm, Italy
- Scott W. Kunkel
Associate Professor of Management
BBA, MS, Memphis State University; PhD, University of Georgia
- Mona LaFleur, RN
Adjunct Clinical Instructor of Nursing
BSN, Florida State University; MSN, University of Phoenix
- Marc Lampe
Professor of Business Law and Social Responsibility
BA, University of Wisconsin; MBA, San Francisco State University; JD, University of San Francisco
- Virginia Lewis
Professor of Political Science and International Relations
BA, American College of Switzerland; MA, PhD, University of California, Santa Barbara
- C. David Light
Professor of Marketing
BS, Arkansas State University; MBA, PhD, University of North Texas
- Lori Low
Assistant Professor of Counseling
BA, University of Washington; MA, PhD, Oregon State University
- Mary Sue Lowery
Professor of Biology
BS, Mississippi State University; PhD, University of California, San Diego
- Alyson C. Ma
Assistant Professor of Economics
BA, Boston University; MS, Oregon State University; PhD, University of California, Davis
- Karen Macauley, RN, NP
Adjunct Clinical Instructor of Nursing
BS, San Diego State University; MSN, University of San Diego
- Elaine Catherine MacMillan
Assistant Professor of Theology and Religious Studies
BA, University of Toronto; BSW, University of Calgary; BTh, STB, MA, STL, Saint Paul University, Ottawa; PhD, University of Saint Michael's College, Toronto
- Gary A. Macy
Professor of Theology and Religious Studies
HBA, MA, Marquette University; PhD, University of Cambridge, England
- Judy Mantle
Visiting Professor of Education
BS, MS, EdSpec, Central Missouri State University; PhD, University of Kansas
- Loren L. Margheim
Professor of Accounting
BS, MAcc, University of Denver; PhD, Arizona State University
- Molly McClain
Associate Professor of History
BA, The University of Chicago; MA, PhD, Yale University
- Sharon McGuire, OP, RN
Assistant Professor of Nursing
BSN, Barry University; MS, University of Miami; PhD, University of San Diego

- Daniel M. Miller
Assistant Professor of Leadership Studies
BS, University of Nebraska, Omaha; MS, PhD,
Cornell University
- Theresa Monroe, RSCJ
Associate Professor of Leadership Studies
BA, University of Arizona; MDiv, ThM, Western
Jesuit School of Theology; MPA, Harvard University;
JCL, Catholic University of America; EdD, Harvard
University
- Thomas O. Morris
Professor of International Business
BS, University of Colorado; BS, University of
Minnesota; MBA, PhD, University of Denver
- Mary-Rose Mueller, RN
Associate Professor in Nursing
BSN, MSN, University of San Diego; PhD, University
of California, San Diego
- Robin L. Murphy
Adjunct Instructor in Marketing and Business
Strategy
BSBA, San Diego State University; MBA, University
of San Diego
- Vidya Nadkarni
Associate Professor of Political Science and
International Relations
BA, University of Bombay; MA, Jawaharlal Nehru
University; PhD, University of British Columbia
- Andrew Narwold
Professor of Economics
BA, University of Virginia; MBA, Virginia
Commonwealth University; PhD, University of
California, Santa Barbara
- Lance E. Nelson
Associate Professor of Theology and Religious Studies
BA, State University of New York, Albany; MA,
University of San Diego; PhD, McMaster University
- Sheryl Nespor, RN, NP
Adjunct Clinical Instructor of Nursing
BA, Goshen College; MSN, Michigan State
University
- Joyce Neu
Associate Professor of Communication Studies
BA, University of Colorado; MA, PhD, University of
Southern California
- Noelle H. Norton
Associate Professor of Political Science and
International Relations
BA, University of California, Los Angeles; MA, PhD,
University of California, Santa Barbara
- Sergio Olivares, RN
Adjunct Clinical Assistant Professor of Nursing
BSN, BS, University of Arizona; MS, PhD (cand.),
University of Washington
- Allen J. Orsi, RN
Associate Professor of Nursing
BS, University of Hawaii, Manoa; MS, Columbia
University; PhD, University of Pennsylvania
- Lee Ann Otto
Professor of Political Science and International Relations
BA, Lawrence University; MA, Northern Illinois
University; PhD, University of British Columbia
- Ronald A. Pachence
Professor of Theology and Religious Studies
BA, Immaculate Conception Seminary College,
Missouri; MA, PhD, Catholic University of America
- Maria Pascuzzi
Assistant Professor of Theology and Religious Studies
BA, St. Joseph's College, New York; STB, Pontifical
University of St. Thomas, Rome; MA, Providence
College; SSL, Pontifical Biblical Institute, Rome;
STD, Gregorian University, Rome
- Jo Ellen Patterson
Professor of Marital and Family Therapy
BA, Baylor University; MEd, Wake Forest University;
PhD, University of North Carolina, Greensboro
- Diane Pattison
Professor of Accounting
BS, University of Oregon; MBA, California State
University, Hayward; PhD, University of Washington
- Cynthia M. Pavett
Professor of Management
BA, University of Dayton; MBA, PhD, University of
Utah
- Rodney G. Pepper
Professor of Philosophy
BA, Iowa State University; MA, PhD, University of
Arizona
- Athena Perrakis
Assistant Professor of Leadership Studies
BA, University of California at Irvine; MA, PhD,
University of Southern California
- James T. Perry
Professor of Information Systems
BS, Purdue University; PhD, Pennsylvania State
University
- Michael R. Pfau
Associate Professor of Political Science and
International Relations
Vordiplom, Universitat Hamburg; MA, Southern
Illinois University; MA, PhD, State University of
New York, Stonybrook
- Robert A. Phillips
Associate Professor of Management and Business Ethics
BS, Walker College, Appalachian State University;
MBA, University of Southern Carolina; PhD, Darden
School, University of Virginia

- Mario J. Picconi
Professor of Finance
BS, Iona College; MBA, University of Chicago; PhD,
Rutgers University
- Patricia Plovovich
Assistant Professor of Theology and Religious Studies
BA, Rosary Hill College, New York; MA, PhD,
Fordham University
- Frank Pons
Assistant Professor of Marketing
Technology University Degree, University Joseph
Fourier (France); MS, University of Law, Economics
and Sciences and International School of Business
(France); MBA, Laval University, Quebec; PhD,
Concordia University, Montreal
- Reyes Quezada
Associate Professor of Education
BA, San Jose State University; MA, San Diego State
University; MEd, University of San Diego; EdS, Point
Loma Nazarene College; EdD, Northern Arizona
University
- Patricia Quinn, RN
Adjunct Clinical Instructor in Nursing
BS, MS, University of California, San Francisco;
PhD (cand.), University of San Diego
- Manzur Rahman
Associate Professor of Finance
AB, BS, Lafayette College; PhD, University of South
Carolina
- Eugene J. Rathswohl
Professor of Information Systems
BA, San Diego State University; MS, University of
Dayton; PhD, University of Pittsburgh
- Carl M. Rebman
Assistant Professor of Information Technology
BFA, University of Arizona; MBA, University of
Mississippi; PhD, University of Mississippi
- Mark J. Riedy
Ernest W. Hahn Professor of Real Estate Finance
BA, Loras College; MBA, Washington University;
PhD, University of Michigan
- Daniel A. Rivetti
Associate Professor of Finance
BS, Pennsylvania State University; DBA, Kent State
University
- Fred Miller Robinson
Professor of English
BA, University of Redlands; MA, PhD, University of
Washington
- Linda Robinson, RN
Associate Professor of Nursing
BS, University of Rochester; MSN, PhD, University
of Pennsylvania
- Jaime Romo
Assistant Professor of Education
BA, Stanford University; MEd, University of
California, Los Angeles; EdD, University of San Diego
- Terry Ross
Adjunct Instructor in Dramatic Arts
BA, San Francisco State University; MA, Stanford
University; MFA, University of California, Davis
- Patricia Roth
Professor of Nursing
BSN, Mary Manse College; MS, University of
Arizona; EdD, University of Southern California
- Miriam Rothman
Professor of Human Resource Management
BA, City University of New York; MS, San Diego
State University; PhD, University of Washington
- Lonnie L. Rowell
Associate Professor of Counseling
AB, MS, San Diego State University; PhD, University
of Southern California
- Vincent L. Salyers, RN
Assistant Clinical Professor of Nursing
BA, San Francisco State University; MSN, San
Francisco State University; EdD, University of San
Francisco
- Jonathan Sandy
Professor of Economics
BA, San Diego State University; MA, PhD,
University of California, Santa Barbara
- Mary W. Scherr
Professor of Leadership/Administration
BA, MA, San Diego State University; PhD,
Claremont Graduate School/San Diego State
University
- Gary P. Schneider, CPA
Professor of Accounting and Information Systems
BA, University of Cincinnati; MBA, Xavier
University; PhD, University of Tennessee
- Steven E. Schoenherr
Professor of History
BA, Indiana University; MA, PhD, University of
Delaware
- Richard Seer
Professor of Dramatic Arts
BA, California State University, Long Beach; MFA,
Boston University
- Kenneth Serbin
Associate Professor of History
BA, Yale University; MA, PhD, University of
California, San Diego
- David Shirk
Assistant Professor of Political Science and
International Relations
BA, Lock Haven University; MA, PhD, University of
California, San Diego

- Kendra Sisserson
Assistant Professor of Education
BA, MA, University of South Florida; PhD,
University of Chicago
- James K. Smith
Associate Professor of Accounting
BS, MBA, JD, Tulane University; LLM, University of
San Diego; PhD, University of Arizona
- Tyagarajan N. Somasundaram
Associate Professor of Marketing
BA, University of Delhi, India; MBA, Punjab
University, India; MBA, University of Saskatchewan,
Canada; PhD, University of Wisconsin, Milwaukee
- William R. Soukup
Associate Professor of Management
BS, MS, PhD, Purdue University
- Stephen Standifird
Assistant Professor of Management
BS, Purdue University; MBA, Northwestern
University; PhD, University of Oregon
- Kathryn C. Statler
Assistant Professor of History
BA, MA, PhD, University of California, Santa
Barbara
- Anne A. Sturz
Professor of Marine Science and Environmental Studies
BS, MS, San Diego State University; PhD, University
of California, San Diego
- Steven W. Sumner
Assistant Professor of Economics
BA, Calvin College; MA, PhD, University of
California, San Diego
- Yi Sun
Associate Professor of History
BA, Nankai University, China; MA, PhD,
Washington State University
- Charles J. Teplitz
Professor of Project and Operations Management
BBA, Cleveland State University; MBA, DBA, Kent
State University
- Karma Lekshe Tsomo
Assistant Professor of Theology and Religious Studies
BA, University of California, Berkeley; MA, PhD,
University of Hawaii, Manoa
- Charles C. Tu
Associate Professor of Real Estate
BS, National Chao-Tung University, Taiwan; MBA,
PhD, George Washington University
- Linda D. Urden, RN, FAAN
Adjunct Clinical Instructor of Nursing
BSN, Pepperdine University; MN, University of
California, Los Angeles; DNSc, University of San
Diego
- Vicente A. Vargas
Associate Professor of Operations Management
BS, PhD, University of North Carolina at Chapel Hill
- Elizabeth R. Webb, PhD
Assistant Professor of Finance
BS, Villanova University; MBA, PhD, Drexel
University
- Gary G. Whitney
Professor of Management
BSME, California Polytechnic State University;
MBA, University of California, Los Angeles; PhD,
University of Washington
- Lee M. Williams
Associate Professor of Marital and Family Therapy
BS, Georgia Institute of Technology; MS, PhD,
Purdue University
- J. Michael Williams
Assistant Professor of Political Science and
International Relations
BA, University of San Diego; JD, The American
University; MA, PhD, University of Wisconsin-
Madison
- Randy Willoughby
Professor of Political Science and International Relations
BA, University of California, Los Angeles; MA, PhD,
University of California, Berkeley
- Barbara Withers
Professor of Management Science
BA, Florida Presbyterian College; MBA, PhD,
University of Colorado
- Mark Woods
Associate Professor of Philosophy
BA, Moorhead State University; MA, PhD,
University of Colorado
- Elaine Worzala
Professor of Real Estate
BBA, MS, PhD, University of Wisconsin-Madison
- Dirk S. Yandell
Professor of Economics
BA, University of San Diego; MS, PhD, Purdue
University
- Zhi-Yong Yin
Associate Professor of Marine Science and
Environmental Studies
BS, MS, Peking University, China; PhD, University
of Georgia
- Susan M. Zgliczynski
Associate Professor of Counseling
BS, MS, Purdue University; PhD, Texas A&M
University
- Dennis P. Zocco
Professor of Finance
BS, Pennsylvania State University; MA, PhD, Lehigh
University

FACULTY EMERITI

- Fred R. Bahr
Professor Emeritus of Business Policy and Strategic Assessment
BA, MA, DBA, George Washington University
- Raymond S. Brandes
Professor Emeritus of History
BA, PhD, University of Arizona
- John S. Chambers, Jr.
Associate Professor Emeritus of Political Science
AB, MA, San Diego State University
- Robert R. Corbeil
Professor Emeritus of Computer Science
BSEd, Gorham State Teachers College, University of Maine; MS, University of Maine; PhD, University of Toronto, Canada
- Ross E. Dingman
Professor Emeritus of Biology
BS, Long Beach State College; MS, PhD, University of Arizona
- Gerald N. Estberg
Professor Emeritus of Physics
BA, Reed College; PhD, Cornell University
- E. Clare Friedman
Professor Emerita of Mathematics
BA, St. Hugh's College, Oxford University; DPhil, Oxford University
- Sister Sally Furay, RSCJ
Professor Emerita of English and Adjunct Professor Emerita of Law
BA, Duchesne College; MA, San Francisco College for Women; PhD, Stanford University; JD, University of San Diego
- Gregory M. Gazda
Professor Emeritus of Marketing
BA, Occidental College; MBA, University of Michigan; PhD, Arizona State University
- Lee Gerlach
Professor Emeritus of English
BA, MA, University of Wisconsin; PhD, University of Michigan
- Carl L. Gilbert
Professor Emeritus of History
BS, University of Oregon; MA, PhD, Georgetown University
- Marjo A. Gray
Associate Professor Emerita, Copley Library
BS, Loyola University; MSLS, University of Illinois, Urbana-Champaign
- Janet K. Harrison, RN
Professor Emerita of Nursing
BSN, MSN, University of Maryland; EdD, University of Southern California
- Marjorie Hart
Professor Emerita of Music
BM, University of Iowa; MA, San Diego State College
- Mary Ann Hautman, RN
Professor Emerita of Nursing
BSN, College of Mt. St. Joseph; MSN, Wayne State University; PhD, University of Texas, Austin
- Alice B. Hayes
President Emerita and Professor Emerita of Biology
BS, Mundelein College; MS, University of Illinois-Urbana; PhD, Northwestern University
- Marian Holleman
University Librarian Emerita
BA, MA, MLS, University of Toronto, Canada
- Author E. Hughes, Jr.
President Emeritus and Professor Emeritus of Accounting
BS, Eastern Illinois University; MA, University of Northern Colorado; PhD, University of Iowa
- Philip O. Hwang
Professor Emeritus of Counseling
AB, Berchmans College; MA, Ateneo de Manila University; PhD, Marquette University
- Marcia Bowman Klein
Associate Professor Emerita of English
BA, MA, University of Oregon
- Henry Kolar
Professor Emeritus of Music
BM, DePaul University; MM, Northwestern University; DMA, University of Colorado
- Helene Laperrousaz
Professor Emerita of Italian
CAPES and DES in Italian Literature, University of Grenoble, France; PhD, University of California, San Diego
- Phoebe J.B. Lee
Professor Emerita of Nursing
BS, Stanford University; MS, University of California, Los Angeles
- John P. McDermott
Professor Emeritus of Chemistry
BS, University of Portland; MS, PhD, University of Notre Dame
- Sister Helen McHugh, RSCJ
Professor Emerita of English
BA, San Francisco College for Women; MA, PhD, Stanford University
- Janet H. Murphy
Associate Professor Emerita of Library Science
BA, University of Colorado; MSLS, University of Denver

Robert O'Neil

Professor Emeritus of Economics
BBS, Fairfield University; MBA, New York
University; PhD, Fordham University

Gilbert L. Oddo

Professor Emeritus of Political Science
BA, Union College; MA, PhD, Georgetown
University

Irene S. Palmer, RN, FAAN

Dean Emerita and Professor Emerita of Nursing
BS, New Jersey State Teachers College; MA, PhD,
New York University

Irving W. Parker

Professor Emeritus of English
AB, MA, San Diego State University

Linda A. M. Perry

Professor Emerita of Communication Studies
BA, University of New Hampshire; MA, PhD,
Pennsylvania State University

Donald B. Peterson

Professor Emeritus of Chemistry
BS, Pennsylvania State University; MS, PhD,
Carnegie Institute of Technology

Mary P. Quayhagen, RN, FAAN

Professor Emerita of Nursing
BS, Spalding College; MS, University of California,
Los Angeles; DNSc, University of California, San
Francisco

Louise M. Rauckhorst, RN, FAAN

Professor Emerita of Nursing
BSN, St. Joseph College; MSN, Catholic University
of America; EdD, Columbia University

Reverend Norbert J. Rigali, SJ

Professor Emeritus of Theology and Religious Studies
AB, MA, Gonzaga University; STL, University of
Innsbruck, Austria; PhD, University of Munich,
Germany

Jeanne B. Rigsby

Professor Emerita of French
MA, University of Montreal, Canada; Doctor of
Letters, University of Sorbonne, Paris, France

Janet A. Rodgers, RN, FAAN

Dean Emerita and Professor Emerita of Nursing
BS, Wagner College; MA, PhD, New York University

Joseph C. Rost

Professor Emeritus of Education
BSS, MEd, St. Mary's College; PhD, University of
Wisconsin

Sister Alicia Sarre, RSCJ

Professor Emerita of Spanish
BA, Barat College; MA, Marquette University; PhD,
Stanford University

Rev. Delwin Byron Schneider

Professor Emeritus of Theology and Religious Studies
AB, Concordia College; BD, Concordia Seminary;
MA, Pepperdine University; PhD, Rikkyo University,
Japan

Sister Patricia Shaffer, RSCJ

Professor Emerita of Chemistry
BA, San Francisco College for Women; MS, Stanford
University; PhD, University of California, San Diego

Reverend William L. Shipley

Professor Emeritus of Philosophy
PhL, PhD, Angelicum University, Italy

Gerald Sperrazzo

Professor Emeritus of Psychology
BA, University of Idaho; MA, St. Louis University;
PhD, University of Ottawa, Canada

John W. Swanke

Professor Emeritus of Philosophy
AA, St. Lawrence College; MA, St. Thomas College;
PhD, University of Ottawa, Canada

Patricia S. Traylor

Professor Emerita of Chemistry
BA, University of California, Berkeley; MS,
University of Wisconsin; PhD, Harvard University

A. John Valois

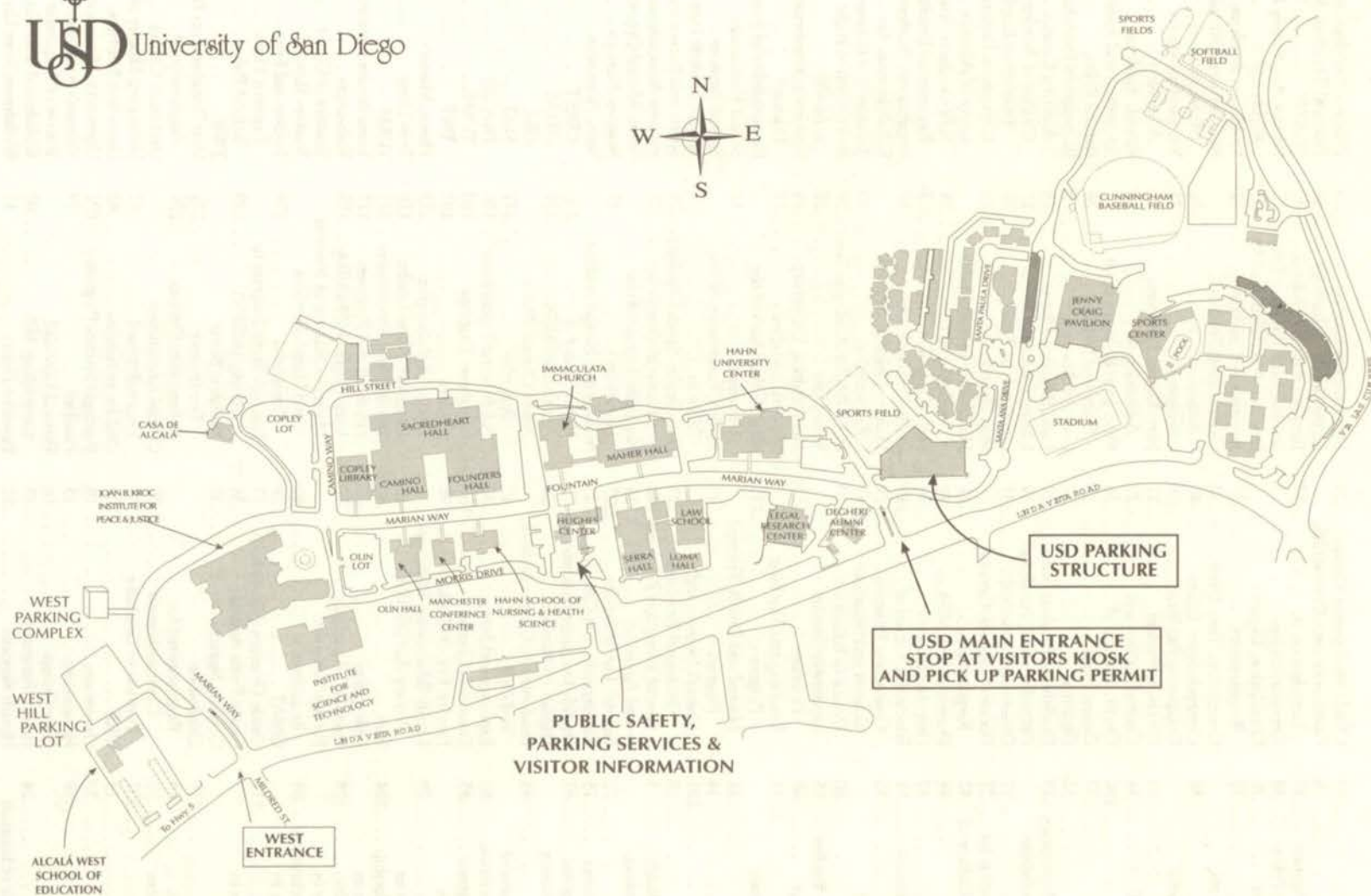
Professor Emeritus of Psychology
Seminaire de Philosophie, Montreal, Canada,
Diplome en etudes speciales de philosophie; MA,
PhD, Catholic University of America

Therese Truitt Whitcomb

Professor Emerita of Art
BA, San Diego College for Women; MA, San Diego
State University

Ray H. White

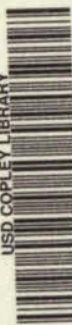
Professor Emeritus of Physics
BS, California Institute of Technology; PhD,
University of California, Berkeley



INDEX

- Absence, Leave of35
 Academic Calendar6
 Academic Disqualification39
 Academic Integrity Policy38
 Academic Probation39
 Academic Record37
 Academic Regulations,
 general38
 Accreditation (Official
 Recognition)13
 Address, Change of34
 Administration196
 Admission27
 Aid, Financial32
 Alumni/Alumnae Association19
 Americans with Disabilities
 Act (ADA)17
 Applicants, Information for27
 Arts and Sciences, College of42
 Dramatic Arts44
 History47
 International Relations51
 Marine Science55
 Pastoral Care and
 Counseling60
 Peace and Justice Studies65
 Practical Theology68
 Assistants33
 Associations, Graduate
 Students21
 Auditing Courses34
 Board of Trustees195
 Bookstore19
 Bulletin, Right to Modify3
 Business Administration,
 School of72
 Centers and Institutes75
 Dual Degree Programs87
 Graduate Accountancy
 Programs95
 International Master of
 Business Administration83
 Joint-Degree Programs85
 Master of Business
 Administration79
 Master of Science in
 Executive Leadership104
 Master of Science in
 Global Leadership108
 Master of Science in
 Information Technology85
 Master of Science in
 Real Estate111
 Master of Science in
 Supply Chain
 Management114
 Calendar, Academic6
 Campus Card Services19
 Campus Map207
 Campus, The13
 Career Services20
 CBEST29
 Center for Christian
 Spirituality24
 Center for the Study of Latino/a
 Catholicism23
 Centers and Institutes23
 Change of Program or
 Emphasis35
 Child Development Center25
 Commencement Ceremonies,
 Participation in37
 Communications5
 Completion, Degree
 Requirements37
 Completion, Time Limit40
 Comprehensive Exams40
 Computing Facilities18
 Conduct, Student17
 Counseling Services20
 Credit, Transfer of36
 Dining Plans20
 Diploma37
 Disabilities, Students with20
 Disqualification, Academic39
 Dissertation, Doctoral41
 Doctoral Degrees, General
 Requirements41
 Dramatic Arts, MFA44
 Dropping Courses34
 Education, School of118
 Counseling Programs129
 Courses and Seminars147
 Doctor of Education120
 Leadership Studies
 Programs123
 Learning and Teaching
 Programs133
 Marital and Family Therapy
 Program145
 Master's Degrees and
 Credential Programs122
 Special Education Programs142
 E-mail Accounts34
 Emeriti, List of Faculty205
 Employment, Off-Campus33
 English Language Academy21
 English Proficiency28
 Examination, Comprehensive
 and Oral40
 Expenses and Fees30
 Extension Courses168
 Faculty, List of Graduate198
 Family Educational Rights and
 Privacy Act (FERPA)16
 Fees30
 Fellowships33
 Financial Assistance32
 Foreign Language
 Requirement40
 GMAT29
 Grade Grievance Procedures17
 Grade Point Average38
 Grading System38
 Graduation
 Requirements for
 Commencement37
 Petition to Graduate37
 GRE29
 Grievances16
 Harassment15
 Hate Crimes16
 Health Insurance23
 Health Services22
 History of University12
 History, MA47
 Housing21
 Incomplete, Grade of38
 Institutes and Centers23
 Instructional Technology18
 Integrity Policy, Academic38
 International Programs Office22
 International Relations, MA51
 International Services22
 International Students,
 Admission28
 Intersession25
 Joint-Degree Programs,
 Admission to29
 Kroc, Joan B. Institute for
 Peace and Justice24
 Leave of Absence35
 Legal Research Center18
 Library Facilities18
 Limitation of Time40
 Mail Center22
 Manchester Family Child
 Development Center25
 Map, Campus207
 Marine Science, MS55
 Master's Degrees, General
 Requirement40
 MAT (Miller Analogies Test)29
 Meal Plans20
 Memberships, University14
 Ministry, University23
 Mission and Goals of the
 University12
 Modify, Reservation of the
 Right to3
 Non-Degree Special Students29
 Nondiscrimination Policy15
 Nonprofit Status (of the
 University)13
 Nursing and Health Science,
 Hahn School of170
 Accelerated MSN179
 Adult Clinical Nurse
 Specialist177
 Adult Nurse Practitioner176
 Certificate Programs180
 Courses183
 Doctor of Philosophy173
 Executive Nurse Leader178
 Family Nurse Practitioner177
 Financial Aid Programs172
 Joint-Degree MSN/MBA178
 Master of Science in Nursing
 and Health Services
 Credential174
 Master's Entry Program in
 Nursing (MEPN)179
 Pediatric Nurse
 Practitioner177
 Subspecialty Options176
 Official Recognition
 (Accreditation)13
 Oral Examinations40
 Paralegal Studies Program192
 Pass/Fail39
 Pastoral Care and
 Counseling, MA60
 Payment Plans31
 Peace and Justice, Joan B. Kroc
 Institute24
 Peace and Justice Studies, MA65
 Petition to Graduate37
 Policy of Nondiscrimination15
 Practical Theology, MA68
 PRAXIS29
 Privacy Act, Family Educational
 Rights and16
 Probation, Academic39
 Recognition, Official
 (Accreditation)13
 Reconsideration for
 Admission29
 Record, Academic37
 Recreation and Sports22
 Refund Policy31
 Registration Procedures34
 Auditing Courses34
 Change of Academic
 Program or Emphasis35
 Continuous Registration34
 Leave of Absence35
 New Graduate Students34
 Registration Deadlines34
 Regulations, Academic38
 Rehabilitation Act17
 Repetition of Courses39
 Reservation of Right
 to Modify3
 Residency Requirement,
 Doctoral41
 Responsibility of Students17
 Sexual Harassment15
 Special Sessions25
 Special Student (non-degree)29
 Sports and Recreation22
 Student Associations21
 Study Abroad Opportunities26
 Summer Sessions25
 Tests, Admission28
 CBEST29
 GMAT29
 GRE29
 MAT29
 PRAXIS29
 TOEFL29
 TWE29
 Thesis, Master's40
 Time Limit40
 TOEFL29
 Trans-Border Institute25
 Transcripts37
 Transfer of Credit36
 Trustees (List of)195
 Tuition and Fees30
 Payment Plans31
 Refund Policy31
 TWE29
 Unit Requirements (General
 Requirements)40,41
 University Center23
 University, History of12
 University Ministry23
 University, Mission and Goals12
 Veteran's Assistance33
 Waiver of Requirements36
 Withdrawal from Courses31
 Withdrawal from University35

USD COPLEY LIBRARY



3 5073 40307 125 7